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VISION

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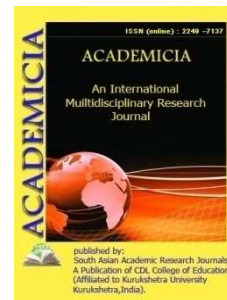
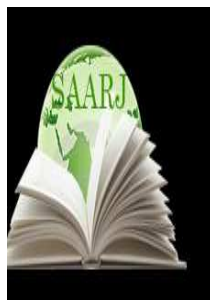
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TICKLING THE TASTE PALLET OF THE PEOPLE OF BHUBANESWAR: A PERCEPTUAL STUDY ON THE AFFINITY TOWARDS FOOD OF NORTHERN AND SOUTHERN INDIA

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ABSTRACT

Finding and analyzing the reasons of cultural differences with respect to culinary habits of different regions is one of the primary components of research into people's taste of different food items. This topic is of great importance in the pursuit of specific affinities towards food items. Grasping people's likeness towards different food items and assessing their preference through taste is an important aspect. This study tries to detect the interaction patterns of north and south Indian cuisines as well as characteristics of emotions towards the food items by people. In this study we have tried to find out the differences between the perceptions of people living in Bhubaneswar towards North and South Indian food by analyzing 258 respondents chosen using simple random sampling method in the city of Bhubaneswar. The data collected were analyzed using descriptive analysis and chi-square test. Moreover, the study shows the feelings of individuals and the insight of taste diversity between South and North India and the characteristics that are sensitive under the influence of food diversity between the two regions' food items. The study helps to provide effective solutions from the macro perspective, which has been challenging for the cosmopolitan food distribution pattern.

KEYWORDS: Food Diversity; Taste Pallet; Culinary Habits; Bhubaneswar; India; North; South; Indian Food.

1 INTRODUCTION

Food Choice among people have always been considered as one of the most complex and a mind boggling process which is to a large extent guided not just by view of taste, cost, and accessibility yet additionally by customer worries about wellbeing, safety, and overall the environment that surrounds them. The idea of taste alludes to taste, smell, quality, and the delight that the consumer experiences with their association with the food. While taste is a significant driver of food decisions, it isn't the one in particular. The current accentuation in general wellbeing nourishment is on reasonable food frameworks and on the sufficiency, quality, and most importantly moderateness of the worldwide food supply.

There are numerous factors which act as influencers towards an individual's food preferences which give an entire arrangement of intends to intercede into and improve individuals' food decisions. These impacts that add to a person's food decisions incorporate individual elements, like information, individual taste inclination, mind-set, hunger level, wellbeing status, unique eating regimen necessities, identity, and individual pay. Natural factors like climate, season of day, the quick setting or notices additionally impact food decisions. Cafés and markets regularly exploit this. Other than these, there are certain indirect factors which are beyond one's control may likewise influence food decisions. For instance, government strategies may impact the expense to create food which may then be gone to the buyer. The subsequent changes in costs could thusly impact food buys.

Palatability relies upon the tactile properties of the food (taste, smell, surface, sound, and sight) and may impact food decision as it is relative to the delight experienced when eating a specific food. Taste is reliably viewed as one of the significant determinant of food conduct and food decision. As a general rule "taste" is the amount of all tangible incitements that are delivered by the ingestion of a food: taste as such smell, appearance, and surface of food. The palate of an individual is corresponding to the delight one encounters when eating a specific food. It is subject to the sensory based attributes of the food like taste, smell, quality and its look. Sweet based and food with high-fat content mostly has an unquestionable tangible allure. It isn't astounding to accept to the fact that the food is mostly accepted due to its alluring effect rather than its nourishment. Many studies have clearly specified the influence of the taste aspects on the appetite and food intake of individuals. These studies clearly highlight the aspects that with the increase of the palatability, the intake of food also increases while similar impact of taste on appetite is not clear.

Another important factor that influences a food choice or preference is the availability of food. One would opt for a food only if the food is available. But along with the availability there are many other hidden factors like sociological, cultural, historical factors which play a major role in framing our individual food choices.

Preferences related to food choices also get influenced by the life stages of the individuals and the power of influence of one factor in an individual would vary from one person to another. Hence, it's difficult for the food marketers to have a generalization strategy for everyone.

There is no uncertainty that the cost of food is an essential determinant of food decision. Regardless of whether cost is restrictive relies in a general sense upon an individual's pay and financial status. Low-pay bunches have a more prominent inclination to unbalanced and nutrition free diet. Nonetheless, admittance to more cash doesn't naturally compare to a superior quality

eating regimen however the scope of food varieties from which one can pick should increment. Accessibility to the source of the food is another significant factor impacting food decisions.

The influence of Culture also plays an important role in the consumer decision-making process for Food. However, it has been observed that the cultural aspects may change with the situation and environment which may encourage an individual to try out new food options

Considering Culture and Tradition as one of the most essential element, Indian Sub-continent is considered to be one of the best platforms for the Food Companies to try out various options with different food ingredients and taste. It has been observed that the major crop in the region of North India is wheat, so, in most of the North Indian food items, one can discover the impact of this crop overall. From the use of wheat, many of the foods like naan, parathas, chapatis and others are made.

The main feature of North Indian cuisine is that there is heavy influence of Persian and Mughlai style of cooking, if food is cooked for a vegetarian or non-vegetarian person. Vegetables and spices growing in North India, as well as a variety of seasonal fruits, can also be found in different dishes of it. The basic ingredients of North Indian food are onions, tomatoes, ginger and garlic. These dishes are flavoured with the help of curry, spices, ghee and oil. The use of rice can be observed in pulao or the biryani. On the other hand, South Indian food is mostly comprised of dishes in which the use of coconut and rice is very common. Coconut is used in the process of making the chutney and curry. The most popular dishes of South Indian cuisine are the Dosa and Idli, in which a mixture of rice and lentils is present.

Seafood dishes are also often used in south. From the medical point of view, South Indian food is considered as healthy due to the major cause of less use of rich creams and ghee, no matter whether they are made up for a vegetarian or non-vegetarian person. Previously, no such studies for the perspectives of people have been done in the entire region or anywhere to nearby regions. This is the first time that people of a city (Bhubaneswar in this case) are evaluated to know about their different perspectives about different food cultures.

In macro cultural phenomena, obtaining of data to express meanings, values, and discourse in a specific social context on a large scale is difficult. However, such concerns are the primary focus of cultural geography. Such methods can provide many opportunities for the study of cultural geography from the macro level view.

From the point of view of cultural geography, cultural diversities begin from the varieties in day-by-day life and practices, which have particular implications and qualities. The investigation of how everyday life builds a person's experience of space and place covers a few perspectives, including the food, language, customs, etc. Particularities of diets and customs of North and South India are the exact transporters of local culture. In crossing many regions, for example, when individuals go from South to North or the other way around, the food cultures become very noticeable. Under the structure of cultural geography, clashes will happen among local and outer cultures, in this way bringing forth a progression of various local insights and encounters.

The discernment and examination of a cultural image dependent on information, similar to online media information, conform to investigate method of cultural geography. This study face up the cultural importance and value systems from individuals' day to day life and practices. The accompanying investigation takes geographical food -people's perception related topic data from

“Perception of North Indian and South Indian Food” a questionnaire survey conducted on the Google Forms platform. It follows the Chi-square test and then finally performs an emotion analysis under the influence of food cultural differences of South and North India. This type of study has never been done in the whole geographical region; therefore attempt has been made to address the most important gaps in this study.

2 LITERATURE REVIEW

The perception of people towards the food of different cultures is very complex, and also very significant to analyse the overall taste of the population of an entire region. People's perception towards any food culture depends upon a number factors such as varieties, taste, aroma, spices, ingredients etc,. Along with these, the quality of food also matters a lot.(Anita Goyal and N.P. Singh, 2007)

The differences in the perception of people towards different food cultures have always been a hot topic. There has always been a contradictory statement among the people and their views have never matched in most of the cases. Each food culture, whether it is North Indian or South India has its own significance which cannot be denied.(Dr. Mohan Kumar, InithaRina, 2015)

Around the 7000 BC, sesame, brinjal and the hump cattle were domesticated in Indus Valley. Up to 3000 B.C., turmeric, cardamom, pepper and mustard were harvested in India. A lot of the recipes first emerged during the initial time of Vedic period, when India was heavily forested and complemented with agricultural activities. During Vedic times, the general diet included fruits, vegetables, meat, cereals, dairy products and honey. Over some time, some sections of population adopted vegetarianism because of the ancient Hindu philosophy of non-violence. This particular practice gained more and more popularity after the arrival of Buddhism (Satvik), where the diversity of fruits, vegetables and cereals could be easily grown during the year .(Anupam Jaina, Rakhi N Kb and Ganesh Bagler)

All over the history, India's borders have witnessed the path of many people looking for their distinctly fragrant spices. India's spices from cardamom to turmeric have created many delicious dishes in the world. As the country of twenty-eight states, specific regional cuisines showing seasonal ingredients and some unique cooking techniques can be found in the rice-laden south from the wheat-bearing north. Each of the section boasts a special culinary preference shaped by the agricultural, historical, religious and other influences.(Arjun Appadurai, 2017)

Now -a- days, there is a big competition between various cultural cuisines, each having its own significance and value for its people (Bharath M Josaim, M Sadiq Sohail, 2007).

For such a type of reason, the researchers have conducted this study to ascertain the preferences of food lovers of Bhubaneswar towards the North and South Indian Cuisine, and included various crucial factors such as food type, attributes, demographic profile, influencing factors etc.

3 OBJECTIVES OF THE STUDY

After intense literature review, the objective of the research has been framed:

- 1) To determine whether there is any relation between the demographic profile of people of Bhubaneswar and the choice of cuisine.
- 2) To analyze the relation between the choice of cuisine and the food attributes.

- 3) To examine the emotional characteristics of the respondents based on cultural food disparity between north and south India.

4 SCOPE OF THE STUDY

Scope of this study is restricted to recognize the elements affecting the choice or influencing the type of cuisine that people of Bhubaneswar choose, and their satisfaction levels about the food of north and south India.

5 METHODOLOGIES

STUDY AREA AND DESCRIPTION OF DATA: The study undertakes the entire region of Bhubaneswar, in the state of Odisha as its area of study. The topic of this study involves the affinity towards cuisines of Northern and Southern part of India. Research data of the study is taken from the 258 respondents through a questionnaire. This particular study is based on the primary data that has been gathered from the citizens of Bhubaneswar city and some of its outskirt areas, who answered a structured questionnaire. The study used 'simple random sampling' technique to select the samples. This questionnaire was made for the intention of gathering data on the diverse elements that influence the thinking or perception of people living in Bhubaneswar. An effort has been made to find out whether there is any relation between (a) gender and cuisine type, (b) age and cuisine type, (c) cuisine selected by people and its food attributes, also a comparison is made to analyse the emotions with respect to their culture. In the sample, some people who natively belong to Bhubaneswar but are currently living in different places of India were also included to ascertain their thoughts (as they might have got changed when they changed their places).

To figure out the association has been done through Chi-Square Test;

Chi-square Test:

Chi-square test formula = $\sum ((\text{observed frequency} - \text{expected frequency})^2 / \text{expected frequency})$

6 DATA ANALYSIS AND DATA INTERPRETATION

A questionnaire has been formed to understand about the perception of citizens of Bhubaneswar towards the cuisine of Northern and Southern part of India. Data analysis provides us information regarding the different patterns and association between the variables. Here 258 respondents were taken and it was observed that there were 128 Male and 130 Female in total, which contributed almost 50% each as shown in 'Figure 1'.

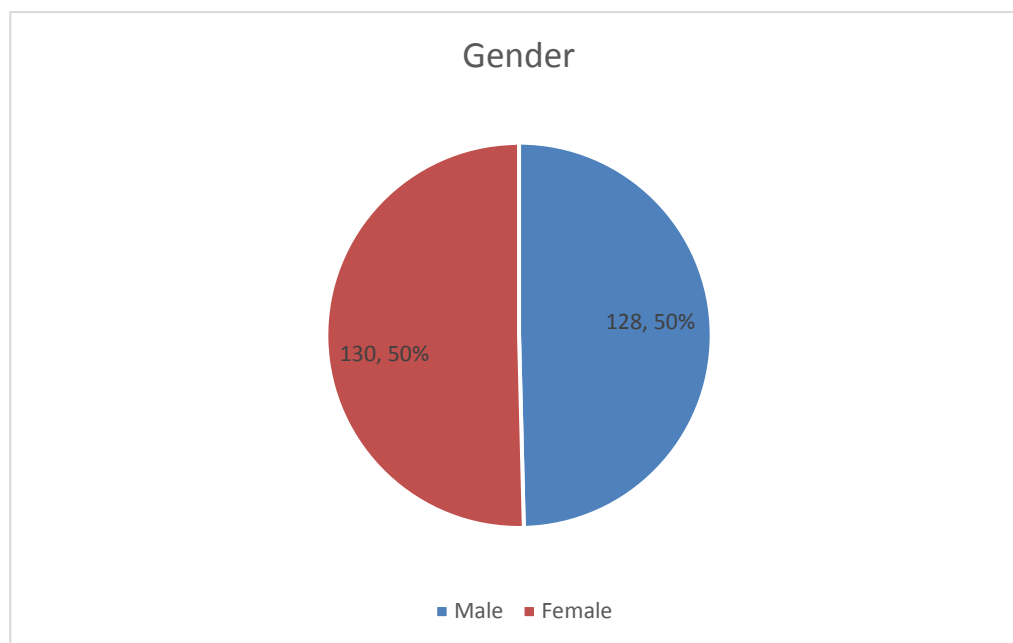


Figure 1: Pie chart showing the total number and percentage of Male and Female respondents.

The number of respondents belonging to different age groups is represented in figure-2 below:

16 were in the age group of “Below 15”, 111 under the age group “15-24”, 50 of them were in “25-34”, 29 in the group of “35-44”, 21 belongs to “45-54” age group, under “55-64” age group 22 respondents and 9 respondents were in “65 and above” age group.

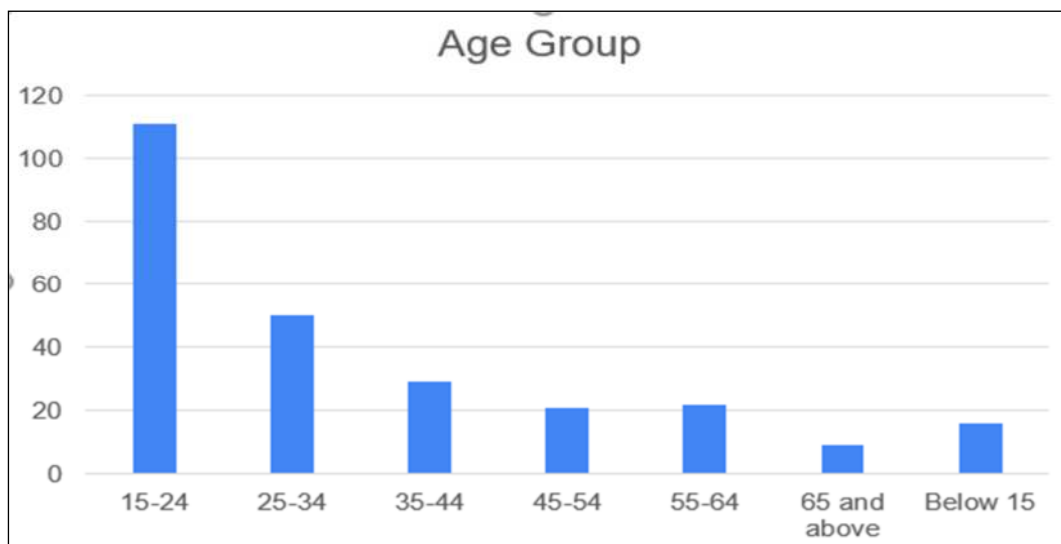


Figure 2: Bar chart of count of people with their different age group.

The study of association between 'the gender and the choice of cuisine' is shown in 'Table 1(a) and 1(b) Table 1(a) includes the observed values, whereas table 1(b) includes the expected values with the value of 'p' from the Chi-square test.

H0a: There is no relation between the 'Gender' and 'Type of cuisine'.

H1a: There is a relation between the 'Gender' and 'Type of cuisine'

TABLE 1(A): CHI-SQUARE TABLE OF OBSERVED VALUES

Count of Gender	Column Labels		
Row Labels	North Indian food	South Indian food	Grand Total
Female	41	89	130
Male	95	33	128
Grand Total	136	122	258

TABLE 1(B): P VALUE OF CHI-SQUARE WITH EXPECTED VALUES

Row Labels	North Indian food	South Indian food
Female	68.5	61.4
Male	67.47	60.52
Grand Total	6.43014E-12	

The 'Table 1(a)' shows a cross tabulation of observed values of type of cuisine (North Indian or South Indian) chosen by different genders (male or female). Total numbers of males who chose cuisines of Northern part and Southern part of India were 95 and 33 respectively, and the total number of females who chose cuisines of Northern part and Southern part of India was 41 and 89 respectively.

Table 1(b) shows expected frequencies for same factors along with p value of the chi-square test. It is shown in the table that value of p is 6.43014E-12 which is less than the 0.05. Hence it is said to be significant, and it means that the null hypothesis is rejected. Further it can be assumed that there is a relation between the 'Gender' and 'Type of cuisine' (which type of cuisine is preferred by which specific gender).

Forthwith to study the association between 'the age group and the choice of cuisine' is conducted below in 'Table 2(a) and 2(b). Table 2(a) includes the observed values, whereas table 2(b) includes the expected values with the value of 'p' from the Chi-square test.

H0b: There is no relation between the 'age group' and 'Type of cuisine'.

H1b: There is a relation between the 'age group' and 'Type of cuisine'

TABLE 2(A): CHI-SQUARE TABLE OF OBSERVED VALUES

Count of cousine preference	Column Labels			
Row Labels	North food	Indian	South food	Indian
15-24	54		57	
25-34	26		24	
35-44	10		19	
45-54	17		4	
55-64	12		10	
				Grand Total
				111
				50
				29
				21
				22

65 and above	6	3	9
Below 15	11	5	16
Grand Total	136	122	258

TABLE 2(B): P VALUE OF CHI-SQUARE WITH EXPECTED VALUES

Row Labels	North Indian food	South Indian food
15-24	58.5	52.4
25-34	26.3	23.6
35-44	15.2	13.7
45-54	11.06	9.9
55-64	11.6	10.4
65 and above	4.7	4.2
Below 15	8.4	7.5
p value for chi square test	0.033603653	

The 'Table 2(a)' shows a cross tabulation of observed values of type of cuisine (North Indian or South Indian) chosen by different age group. Total numbers of people in age group 'below 15' who chose cuisines of Northern part and Southern part of India were 11 and 5 respectively, total numbers of people in age group '15-24' who chose cuisines of Northern part and Southern part of India were 54 and 57, people in the age group '25-34' chose cuisines of Northern and Southern part of India were 26 and 24, respondents in the age group '35-44' chose cuisines of Northern and Southern part of India were 10 and 19, respondents in age group '45-54' prefer cuisines of North and South India were 17 and 4, in the age group '55-64' 12 chose North Indian food whereas 10 selected South Indian food, number of people in age group '65 & above' chose cuisines of North and South India were 6 and 3 respectively.

Table 2(b) shows expected frequencies for same factors along with p value of the chi-square test. It is shown in the table that value of p is 0.0336 which is less than the 0.05. Hence it is presumed to be significant, and it implies that the null hypothesis is rejected. Further it can be assumed that there is a relation between the 'age group' and 'Type of cuisine'.

In order to understand the association between 'the type of cuisine chosen by people' and 'the attributes of food', a Chi Square test is conducted, which has been displayed in 'Table 3(a) and 3(b). Table 3(a) includes the observed values, whereas table 3(b) includes the expected values with the value of 'p' in the Chi-square test.

H0c: There is no relationship between the 'food attribute' and 'Type of cuisine'.

H1c: There is a relationship between the 'food attribute' and 'Type of cuisine'.

TABLE 3(A): CHI-SQUARE TABLE OF OBSERVED VALUES

Count of Cuisine		Column Labels					
Row Labels		Aroma	Others	Spices	Texture	Variety	Grand Total
North Indian food		15	8	71	22	20	136

South food	Indian	8	4	61	24	25	122
Grand Total		23	12	132	46	45	258

TABLE 3(B): P VALUE OF CHI-SQUARE WITH EXPECTED VALUES

Row Labels		Aroma	Others	Spices	Texture	Variety
North food	Indian	12.12	6.3	69.5	24.2	23.7
South food	Indian	10.8	5.6	62.4	21.7	21.2
p value for chi-test		0.393633676				

The 'Table 3(a)' shows a cross tabulation of observed values of type of cuisine (North Indian or South Indian) chosen by people with what reason i.e. Food Attributes of that particular cuisine. The people, who chose North Indian cuisine, 15 liked its aroma, 71 liked spices, 22 liked textures, 20 liked variety and 8 for other reasons than these. The people, who chose South Indian cuisine, 8 liked it for aroma, 61 liked spices, 24 liked textures, and 25 liked variety and 4 for other reasons than these.

Table 3(b) shows expected frequencies for same factors along with p value of the chi-square test. It is shown in the table that value of p is 0.393 which is more than the 0.05. Hence it is not said to be significant, and it implies that the null hypothesis is accepted. Further it can be concluded that there is no significant association between the 'food attribute (the reason of choice) and 'Type of cuisine'. It could not establish a connection on the basis of which factor people choose a particular cuisine, which attribute of its food enables them to choose a particular cuisine?

Now to analyse the emotional characteristics of people based on cultural food disparities between Northern and Southern India, we hereby have made a comparison with the help of a column chart analysis to examine whether the attitude of people about food of Southern and Northern India will show a positive, negative, or neutral emotion. To get a further optional information, we have also included the native food in the study area in this analysis i.e. cuisine of Odisha. Here the respondents were provided a scale of 3 units "1, 2 and 3" representing "dislike", "neutral" and "like" respectively.

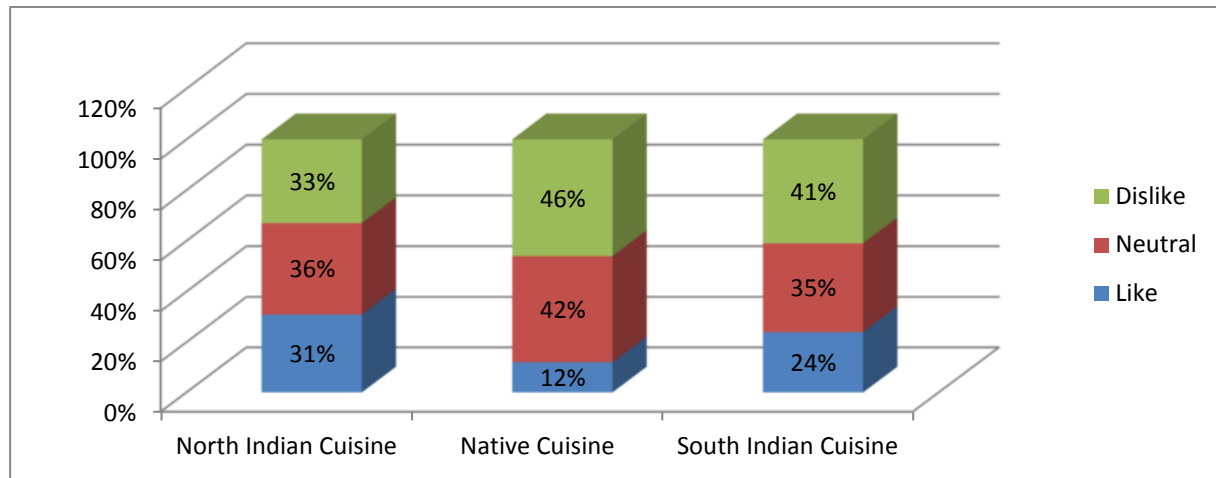


Figure 3: Column-chart displaying preferences of the respondents towards different cuisines

The left column shows the data about Northern part of Indian Food. Here it is clearly visible that the people of Bhubaneswar posed 31% like, 36% neutral and 33% dislike for the same.

The right column shows the data about Southern part of Indian Food. Here it is visible that the people posed 24% like, 35% neutral and 41% dislike.

The centre column shows the data about the native cuisine of Odisha. Here it is visible that the people posed 12% like, 42% neutral and 46% dislike.

And if we just consider the total likes only, then the percentage is as follows:

- North Indian Food- 31%
- South Indian Food- 24%
- Native Cuisine of Odisha- 12%

If it is checked, then it is found that maximum percentage of likes were given to the food of North India i.e. 31%, then comes the South Indian Food in the second position with 24% of likes and the native acquiring the last position with just 12% likes. This infers that the North Indian Food is most preferred and the native is least preferred.

It was earlier believed by masses that “The North Indian Food is sweet and food in southern part of India is spicy”. The actual insight of this scenario has been well displayed by the pie-chart of Figure – 4 which is based on the responses.

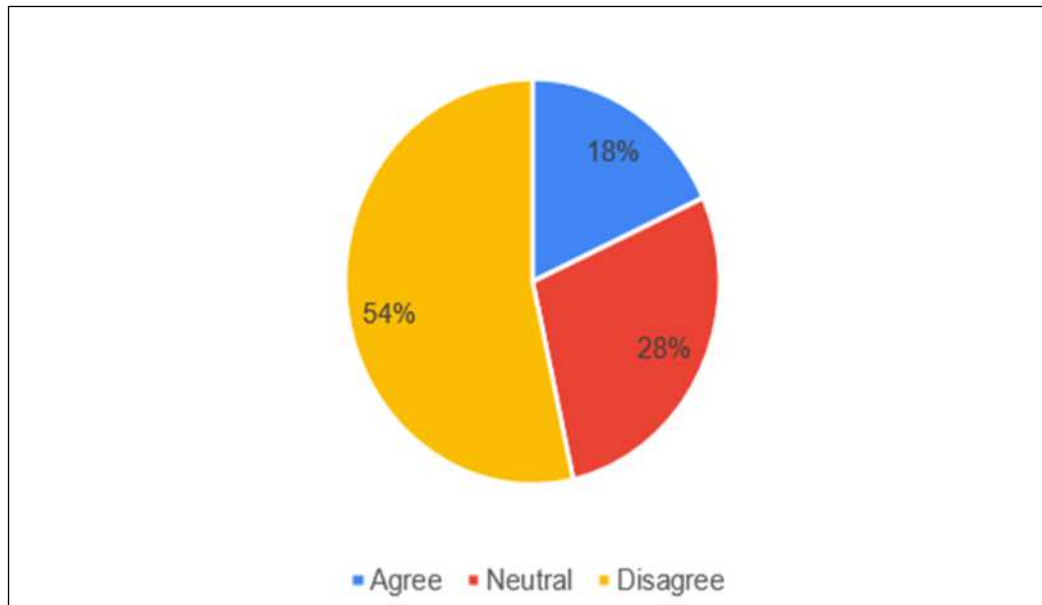


Figure 4: Response of the people towards taste of food

With this, it is clearly visible that most of the people disagree (54%) with the statement that “The North Indian Food is sweet and South Indian food is spicy”.

OUTCOMES FROM THE OPEN-ENDED QUESTION

The whole questionnaire was made up of structured questions, where all the questions were close-ended (only providing options to choose from) except the last one (which was an open-ended). The last question which was “Something else you would like to mention about what factor influence your choice of cuisine (in case)”, gave the respondents an open forum to put their views on.

People wrote about so many factors like the taste, spices and all, but the most general factor which was highlighted in the opinions was ‘too much use of yogurt, cream, ghee, butter and oils in North Indian Food’. These ingredients proved to be significant for the people who were in love with North Indian food, but a big negative aspect for the South Indian food lovers and the health conscious people.

A lot of views stated that the North Indian food is very unhealthy in nature. It includes all heavy oils, ghee and creams which are not good for the health of a person. A large number of respondents said that they were health conscious for which they prefer not to eat North Indian food but rather the South Indian one. Many gave the statement that doctors haven’t allowed them to eat heavy food items, so they preferred South Indian food.

Basically these are not the negative aspects of the North Indian food. These are just the ingredients which are necessarily required for most of the food items of North India, as mentioned earlier North Indian has influence of both ‘Mughlai’ and ‘Persian’. These ingredients are must for a North Indian food lover. In the same way, those who didn’t like sweet flavour of the food or the flavour of coconut, they didn’t go for the South Indian food rather preferred the North Indian one.

Hence, it can be presumed that the ingredients like ‘Yogurt, Ghee, Butter, Oil, Coconut, sweetness and Cream’ influence the choice of cuisine by the people of Bhubaneswar to some extent.

7 MANAGERIAL IMPLICATIONS

The study has firmly displayed the aspects of the food lover’s preference towards any cuisines is not dependent on any specific food based attributes. On the contrary, it has been observed and clearly mentioned by the respondents that their preference is highly influenced on the availability of the food. In Odisha, most of the restaurants, Food Stalls mostly offer a wide variety of cuisines from northern and southern part of India, while the diverse Native Cuisine is highly neglected.

The Chhapan Bhog served to Lord Jagannath clearly depicts the vast diversity of Native cuisines which based on the diverse taste palette of the habitants. These cuisines are confined only to the temple as their prasads. But, the widespread commercial promotion of these food categories which may comprise of different taste ranging from sweet to sour to spicy and salty has not been considered by the marketers. The restaurant owners may target the tourists from different corners of the world who rush to Puri Dham every year with these diverse taste foods and through them promote the native food globally.

8 FUTURE SCOPE

The study has got confined to only Northern and Southern part of Indian Food, while Indian Sub-continent is filled up with many multiple cuisines, which has not been discussed in the study. If considering a single state which is sub-divided into different districts, towns where people have different taste buds and food choices. Keeping in mind the above aspect the study could have evolved in the similar direction.

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PROBLEMS IN PERSONNEL MANAGEMENT OF HOTELS IN UZBEKISTAN AND WAYS TO SOLVE THEM BASED ON FOREIGN EXPERIENCE

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ABSTRACT

The article is devoted to the practice-oriented issues in hospitality industry. The work presents new trends in modern requirements for staff in tourism and hotel industry. The authors on the basis of estimations the industry's leading experts and own practical convictions assert that the effectiveness of personnel interaction with partners and customers is a structural constructed field of activity and affects the competitiveness of businesses in general. New conceptual understanding of human resources management includes scientific administration, interconnection of social and psychological characteristics of each employee's with labor productivity and formation of staff interest in the results of operations. In this regard, it is interesting to study the influence of these factors on the work of staff in hospitality industry. This article discusses the actual needs of the work with staff in the departments of HR (human resources), and, in present conditions, the demand for the following approaches: remote employment, flexibility in competence and professionalism, continuing education, fast adaptation and the staff involvement in the company work process.

KEYWORDS: *Hospitality Industry, Competitive Staff, Current Requirements to Personnel In The Industry, Strategic Functions Of The Sphere Of Hr, New Directions In Human Resource Management.*

INTRODUCTION

The sphere of hospitality in modern society is a powerful industry that combines various fields of activity, such as recreation (beach and educational), tourism in any form, hotel business, which includes all possible types of accommodation (from hostels to luxury hotels), restaurant business, all types of catering (since it is impossible to imagine any type of tourism or recreation without providing consumers with food services), excursion activities, organization of exhibitions and various scientific and social conferences.

In order for any hotel or tourist center to become attractive and competitive, it is necessary to ensure many different factors, the most important of which is the attraction of qualified personnel. Only qualified personnel and high-quality management can provide a high level of service, a comfortable atmosphere in recreation areas, etc.

The concepts of managing organizations have changed over time. In this regard, as a rule, approaches to personnel management also change. It is a well-known fact that it is the personnel who play a particularly important role in the success of the company.

The period of existence of this concept lasted until the mid-sixties of the last century. At this time, only the work of a person was considered, which was measured by the cost of working time and wages. Abroad, this concept was interpreted as the use of only labor resources and had an exclusively production orientation: all workers were subject to consideration only from the point of view of impersonal resources, which were evaluated practically at the same level and from the same positions as financial and material resources.

During this period, personnel management was carried out through various administrative mechanisms. This is the time of passive management, since it did not have any effect on the results of activities, but only solved clerical tasks, which led to the active development of bureaucratic organizations and enterprises. The role of the employee is viewed exclusively from a formal position and his formal role in the activities of the organization is determined. During this period, the most important and determining factor is only the position held. The leading role in personnel management was played by the methods and principles of management adopted in this organization. Within the framework of this concept, the delegation of powers was carried out, and the functions of each employee were clearly defined. At this time, the enterprises are developing personnel services, which were engaged only in solving various clerical tasks and kept records of the actual use of staff. This stage of development is characterized as a stage of passive management of employees of the enterprise.

In this period, a person is already defined as the main subject of the organization. This is due to the fact that the structure and strategy of the organization began to be built in accordance with the desires and abilities of a person. The role of ordinary employees in this system is defined in the "employee-employer" link. Here there is an opportunity for the development of the creative process among the workers themselves, as well as high labor motivation [4, p. 28-33]. This concept was formed as market requirements changed, and a number of factors arose, which determined new approaches to personnel management. There is a need for the concentration of intellectual potential in organizations in order to ensure the active development of activities in the main areas of a particular enterprise. There was also a need to change the role of personnel management, and at all levels. In the current conditions, it becomes necessary to provide enterprises highly qualified personnel in personnel management, who, in addition to the main

professional, had to have special psychological training. There is a lot of research by psychologists in which it determines the dependence of the development of an employee's creative activity on his high motivation. One of the main factors is the formation of staff interest in the results of the work that he performs, in addition, the results of labor should also be directed to the interests of the enterprise, that is, the interests of the employee and the enterprise must coincide. Due to the fact that nowadays you have to work in conditions of economic instability, and the hotel industry is not going through the best period of its development, any enterprise needs employees who are able to fulfill their duties in a constantly changing environment. There is often a need for so-called crisis managers who can help get through the company's difficult times. In this situation, it is possible to create external personnel reserve for top management positions. However, the question arises of how you can stimulate your talented employees.

In modern conditions, all managers and owners of companies want to see 100% employee involvement in the company's work process. This is possible only if the employee shares the values that are declared by the organization, and, fulfilling the assigned tasks with pleasure, gets satisfaction from this. It is the interest of the staff in achieving a common goal that can make the process of involving employees complete.

It is necessary to consider the existing main trends in personnel management, relevant today. The table shows the rating of tasks that come to the fore in the period when there are changes in the processes of personnel management. In practice, specific training often takes place, i.e. Development of a completely new system of staff motivation and remuneration, as well as the removal of so-called "extra", "unclaimed" employees from the company as seen from presented in the data table, the minimum separation from the leader is in the search for employees in the external environment. This is followed by indicators such as the search for leaders within the company itself and the possibility of using universal learning. This allows us to conclude that in the period when some organizational changes occur in the company, personnel management must be concentrated on a specific individual. It is more profitable for the company to find personnel, train them in all the necessary skills, pay these personnel, in a word, and make the personnel work.

Analyzing the results of the research carried out, the following clusters can be distinguished. In pairs of selected clusters, it is possible to track existing connections, and between all elements:

-Conducting personnel certification, identifying ineffective employees and removing them from the company, developing fundamentally new employee motivation systems;

-Search for new employees in the external environment; -implementation of universal learning.

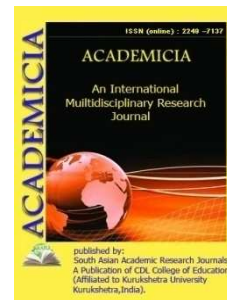
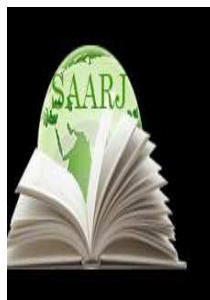
Among all the above-mentioned clusters, one can single out the main methods that are a connecting element for everyone - these are "Identifying ineffective employees and removing them from the company" and "Developing fundamentally new employee motivation systems." Around these two axes, all other tasks that need to be solved in a given organization can be combined. In terms of its content, such a group of clusters can be defined as oriented towards recruiting and material motivation of the company's personnel.

Thus, it can be stated that for Russian companies during the period of organizational changes in personnel management, it is necessary to apply a highly individualized approach, and it must be quite tough.

From all of the above, we can draw the following conclusion that today there are new directions in personnel management, which will optimize and without significant costs improve the quality of personnel, and, consequently, the entire organization.

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ECOTOURISM DEVELOPMENT PRIORITIES

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ABSTRACT

The development of important factors of ecotourism in Uzbekistan and the specifics of more effective use of these factors are described. The features, development factors and the socio-economic essence of ecotourism have been investigated. The state of tourism development in Uzbekistan, the potential and level, as well as the organizational and economic mechanisms for the development of ecotourism in the regions have been analyzed.

KEYWORDS: *Tourism Industry, Ecotourism, Recreational Tourism, Modern Models of Ecotourism.*

INTRODUCTION

Ecotourism of the tourism industry in the world is the prevention of an environmental crisis in the face of mankind; it was formed and developed on the basis of finding ways to save the planet and its resources for the sake of sustainable development and survival of mankind.

Ecotourism is the only direction in the tourism industry interested in preserving the main resource - the natural environment or its individual components (natural monuments, certain species of animals and plants, natural landscapes, etc.). It provides for an environmentally responsible journey towards undisturbed natural areas in order to explore and enjoy nature and cultural attractions, which promotes nature conservation, has a mild impact on the environment, and ensures the active socio-economic participation of local residents and benefits from this. Activities according to the findings of the World Tourism Organization, ecotourism are one of the fastest growing types of tourism in the world. The ecological crisis is growing within global boundaries, the incidence of infectious diseases is increasing, and people are increasingly focusing on their health, wanting to rest in clean conditions.

In this type of tourism, healthy people are more engaged in tourism activities. They do not need any mandatory therapies to heal their health and are considering relaxing in an environmentally friendly environment to restore their health. Therefore, tourism specialists, entrepreneurs, tour operators and travel companies see more than one goal in the development of ecotourism - making a profit. Ecotourism is currently one of the fastest growing tourism industries based on the World Guide to Tourism and Excursions and the World Tourism Organization, i.e. the share of ecotourism in the global tourism industry ranges from 10 up to 20%. Its annual growth is 30%. Also, until 2020, ecotourism will be one of the main strategic directions of world tourism, and these areas will also develop in the Republic of Uzbekistan.

Uzbekistan has a number of opportunities for types of ecotourism. This should include a wide range of activities - from long scientific expeditions to short-term outdoor recreation. The most common types of ecotourism are hiking and horseback riding, rowing and motorboat trips. This also includes hunting and fishing tourism, birdwatching (bird watching), etc.

Taking into account the above, it becomes obvious that the main obstacle to the development of ecological tourism is a lack of understanding of the concept of ecological tourism in its classical sense.

It is believed that going out into nature (any kind - hiking, equestrian, automobile, etc.) is already ecological tourism, while forgetting about its main part - acquaintance with wildlife, with local customs and culture, about the participation of local residents and corresponding cash transfers from tourism activities to local communities.

THE MAIN CONTENT OF ECOLOGICAL TOURISM IS:

- Minimizing the negative consequences of an ecological and socio-cultural nature;
- Maintaining the environmental sustainability of the environment;
- Raising the level of environmental education, culture and enlightenment;
- Participation of local residents and their receipt of income from tourism activities, which creates economic incentives for them to protect nature;
- Economic efficiency and contribution to the sustainable development of the regions visited.

Important components of the further development of ecotourism in Uzbekistan are the development and detailed descriptions of tourist routes and their official registration in the relevant structures responsible for the development of tourism.

In this regard, resolutions of the President of the Republic of Uzbekistan of August 16, 2017 "On priority measures for the development of the tourism industry for 2018-2019", "Development of tourism and related infrastructure in all regions of the Republic of Uzbekistan, diversification of tourism products and the creation of new tourist facilities ", as well as the Program of Priority Measures for Tourism Development for 2018-2019, which are aimed at actively promoting national tourism products in the domestic and foreign markets.

When implementing this program, it is important to study the problems of the development of ecotourism in our country. In this direction, it is necessary, first of all, to study the advanced technologies and experience of foreign countries in the field of ecotourism. According to

international experience, there are two models for the development of ecotourism: a national park and an international park.

In the development of ecotourism, we must pay attention to the following principles of the national park model:

- Low national park areas;
- 50% of national parks are owned by the private sector, 50% - in state ownership;
- State policy stipulates that the national park will develop at the expense of people;
- Organization of health improvement of the population in the field of domestic tourism.

In the development of ecotourism, the concept of the International Park Reserve-model is fundamentally different: the financing of these national parks is not government support, but state support. The main principle of these national parks is to rely on their own power and self-defense. This model was formed in the middle of the 20th century. And is widespread in developed countries

The access to the national park is very low. The most important factor in the reserve model is that Europeans have a very high ecological awareness and ecological culture. In other words, it has been many decades since Europeans adopted the "Keep your home clean" slogan.

International model of a park-reserve for the development of ecotourism:

- Internal power;
- Be from the local population serving the national park;
- Distribution: 80% of national parks and 20% of revenues;
- Domination of private property.

Based on the goals and objectives set out in the Concept for the Development of Ecotourism in Uzbekistan and the requirements of the Modern Concept and Practice of International Ecotourism, we need to start research on the development of organizational structures and mechanisms for the development of ecotourism in our country. Organization of ecotourism trainings for ecotourism specialists under the guidance of the Samarkand Institute of Economics and Service We need to establish legal standards for the application of modern technologies and the experience of foreign countries with ecotourism in the organization and development of ecotourism in Uzbekistan. We need to start the process of testing national models of ecotourism, created in cooperation with European countries, for the organization and development of ecotourism in Uzbekistan, in the national parks of our country.

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MAIN TASKS OF EDUCATIONAL PROCESSES

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ABSTRACT

Bilateral actions in the learning process (learning and teaching) are comprehensive for personal development. Education is the most important and reliable way to acquire systematic knowledge. Education is characterized by two-way communication (learning and teaching), comprehensive personal development and other features. Education also has its own characteristics. Education is about the process of communication between students and students, the organization of modern education, the formation of knowledge, skills, abilities and the introduction of new technologies, interactive methods in education.

KEYWORDS: *Education, Knowledge Of The Process, Task, Person, Teacher Education, The Study Of Modern Theoretical Knowledge, Skills, Talent, Technology, Interactive Teaching Methods, Methods, Small Group, Team, Master*

INTRODUCTION

Education is the most important and reliable way to acquire systematic knowledge. Education is characterized by two-way communication (learning and teaching), comprehensive personal development and other features. Education also has its own characteristics. Education is a teacher-led process of understanding. Education is also the process by which a teacher interacts with students. Any education includes the activities of the teacher and the student, that is, the activities of the teacher in teaching and the student in the direction of learning, in other words, directly settings reflect direct and relative attitudes.

One of the most important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort

[1]. In a short period of time, based on the delivery of certain theoretical knowledge to students, the formation of certain activities and skills, control over their activities, assessment of the level

of theoretical and practical knowledge acquired by them requires high pedagogical skills, a new approach to the educational process requires

Today in developed countries there is a great deal of experience in the use of pedagogical technologies that increase the learning and creative activity of students, ensuring the effectiveness of the educational process, based on interactive methods.

In the learning process, scientific knowledge should become the property of the individual; enter into the structure of his experience. The implementation of this function ensures the completeness, systematicity and awareness of knowledge, their strength and effectiveness

[2]. At the same time, students receive information on the basics of science and types of activity, they master the methods of consciously operating the knowledge gained, using it to solve life problems. The educational function also assumes that training is aimed not only at gaining knowledge by students, but also at the formation of their skills and abilities.

Interactive methods are methods that allow learners to work together and collaborate in the acquisition of knowledge, skills, competencies and moral qualities. The basis of this type of method is interactivity. Interactivity means that participants in the learning process have the ability to organize a collaborative movement based on the acquisition of knowledge, skills, competencies, and certain ethical qualities.

These types of methods, by their nature, increase the learning activity of students; allow them to work in small groups and teams, to express their personal views on the subject, problems boldly, freely, to defend their views. has the ability to do, to justify with evidence, to listen to peers, to enrich ideas further, to encourage the choice of the most appropriate solution from the available considerations expressed. Appropriate, purposeful, effective use of interactive methods by teachers in the process of education and upbringing, the ability of students to communicate, teamwork, logical thinking, synthesis, analysis of existing ideas, different views provides a broad opportunity to cultivate the ability to find a logical connection between

[3]. "Educational process" is a broad concept and consists of the organizers of the educational process, education, upbringing, all-round development, which are directly related to any educational institution. In the process, students' personal qualities are formed and developed. The main task of the educational process is to discover new scientific facts. Many types of knowledge are acquired by students through perception through the teacher's story, description, rather than through direct sighting of the objects being studied.

The driving forces of the learning process are the unity of opposites and their mutual struggle. Examples of such contradictions are the contradictions between the new aspects of society's educational process and the important aspects of the process that need to be constantly improved. In addition, there are internal contradictions in the learning process. An example of this is the contradiction between the knowledge and skills that students need to acquire and the real, realistic opportunities to meet those needs.

The question of the place and role of education in the life of modern society is not unambiguous. Currently, when there is a change in the philosophical, axiological and civilizational and technological paradigms of human development, when a digital civilization is replacing an industrial one, the question of what is education in modern society, how it should develop and in what forms is more acute than ever

[4]. the emerging new postindustrial information society, obviously, requires a new type of specialists who could effectively apply their knowledge, making the most of the resources available for this.

As a result, in modern conditions, education performs a number of important functions, without which society is unlikely to be able to fully function and develop. Note that already today there are active discussions about whether education should continue to perform this wide range of functions, or, given the serious structural changes associated with globalization and the transition to a post-industrial society, they should be revised. In this case, we are talking both about the content of individual functions (its revision), and about individual functions as a whole.

Thus, from the point of view of postmodernism, which is gaining influence today, "education ceases to be a social institution, because it no longer creates, reproduces and does not transmit stable patterns of social behavior, giving way to mass media and the Internet. In fact, if earlier education used various tools (techniques, methods) for implementation, then today's education itself has become a tool for participants in social activity, which has taken the form of special discursive practices"

[5]. Proceeding from this postulate, the above functional construction of education is clearly untenable. Theorists and practitioners of postmodernism propose to completely revise the entire educational process, the entire structure of modern education. In this regard, some researchers ask the following important questions: "With regard to education: can postmodernism (as a philosophical trend, of course) become the basis for educational constructs? Does postmodernism fulfill, can it fulfill a reflexive, narrative function in comprehending modern educational phenomena? Is it capable of contributing to the emergence of new approaches that correspond to itself as a phenomenon of the era?"

[6]. From the point of view of postmodernism, in the conditions of the information society, the very essence of the educational process is changing: the teacher (with an abundance of information) ceases to be its source, but becomes just a commentator: in non-classical pedagogy, "the teacher performs the function of a facilitator, that is, a person who stimulates (from the English. facilitate - facilitate, help, facilitate) meaningful learning" [7].

Classification of educational functions [8]

- The functions of education in society are either explicit or latent.
- The former are singled out as necessarily necessary, the latter are an unintended result of the activities of the participants in the educational process.
- Explicit functions show the goals of educational institutions, and latent ones show the result. Some of the common explicit functions are:
 - acquisition of knowledge and skills
 - preparation for acquiring knowledge
 - direct training
 - assimilation of the values of society

Of the hidden, the main ones will be three functions of general education:

- formation of social status in society
- finding strong bonds
- support of graduates in job search

Scientific literature provides various instances of theories of functions and their systematization. For example, L.M. Kogan singled out a number of functions of education [9]:

- broadcast
- value-oriented
- humanistic
- adaptive

The theory of P.O.Kenkmann is still well-known and in demand. He emphasizes the possibility of implementing social programs through the educational process. General education functions with examples highlighted by it:

- social, which is based on the social structure of society
- professional, thanks to which members of society are prepared for the performance of duties
- humanistic, consisting in the transfer of knowledge to younger generations
- ideological, formed around the isolation of a clear life position of a person

Currently, there are many technologies that successfully implement the developmental function of learning. In addition to educational, upbringing and developmental, some scientists also single out incentive and organizing functions of education. The learning process must be built in such a way that it encourages students to further educational and cognitive actions, organizes them to learn new things. It is indisputable that all the functions of the learning process are interrelated and implemented in all of its didactic components.

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FEATURES OF LITERARY INTERPRETATION OF THE IMAGE OF PARROT IN GERMAN AND UZBEK FAIRY TALES

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ABSTRACT

The fairy tale genre, is one of the main sections of folk oral creativity, has a long history as a vivid example of the hopes and beliefs of people who wanted to live a dreamy and happy life. It should be noted that in fairy tales, a person also expresses the product of his imagination and fantasies through animals and birds, plants and trees. The article provides a comparative analysis of German and Uzbek fairy tales where parrots are artistically interpreted, which differ from other birds in their brilliance in the world.

KEYWORDS: *Fairy Tale, Parrot, Image, Colour, Eloquent, Security Guard, German, Uzbek, Translation, Translator.*

INTRODUCTION

The image of the parrot is one of the traditional images in world folklore, literature and fine arts, which is poetically interpreted through symbolic concepts formed on the basis of ancient mythological views related to the cult of birds.

Due to the belief in the cult of the bird, in ancient times, this or that bird was used in the organization of some religious-magical ceremonies. Birds are thought to be a mediator for communication with the sky. The ability of these winged creatures to fly in the sky, amazed man, and caused him to feel in his heart sometimes pleasure, sometimes weakness and fear. Therefore, some people loved birds, considered them their friends, and some avoided them out of fear. But often the attitude to birds was positive. This is also understood from the fact that in folklore works they are often embodied in the form of positive images.

In the myths and legends about the creation of the world, special attention is paid to the cult of birds. One such bird is the parrot, which is distinguished from other birds by its ability to speak, albeit to a lesser extent, and by the fact that its feathers are of much brighter colours.

Due to their place in nature, character, appearance, and lifestyle, parrots are embodied in various images in folk tales, just as most birds are portrayed in various images in fairy tales and legends.

Olga Mikhailovna Ivanova-Kazas, a professor at St. Petersburg State University and author of several fundamental monographs and popular science books, says the parrot is a symbol of Kama, the god of love for Indians. In Chinese folk tales, who are different in the world for their religious views and culture, the parrot is interpreted as the image of a bird that signals wives about the betrayal of their husbands. [9, 33]

The parrot's beak, its ability to speak, the color of its feathers, and various other features are reflected in the tales of many peoples living in different parts of the world in similar and partially different contexts. For example, in the fairy tale "Der Papagei" ("The parrot") by Oscar Dehnhardt's in the book «Naturgeschichtliche Märchen» ("Natural History Tales") (1925), describes the parrot's feathers as different from other birds' beaks, as well as some of the parrot's character traits: "Als der liebe Gott den Vögeln Farbe gab und ihnen Namen verlieh, kam es ihnen nach und nach alle herbei. Der Papagei aber saß auf einem Baume und sah zu. Da bemerkte er, dass der Herr viel dunkle Farben austeilte und nur manchmal mit dem Pinsel in die bunten und glänzenden fuhr, um dem einen Vogel ein Häubchen, dem anderen ein Hemdchen, dem dritten ein Halstüchlein zu geben. Da sagte sich der Vogel: "Ich bleibe hier, bis die gemeinen Farben verausgabt sind, so dass mein Gefieder nur eine der schönsten Farben erhält!" Und so tater". [11, 71]

(Meaning: When the Merciful God gave the birds a colour (colourful dresses) and a name, all the birds began to come one after the other. Parrot noticed that god was giving dark and deep colours and stayed on the tree. And when he began sharing bright and eye-catching colours, giving the necklace, dress, or tie to some birds, he came closer. Then the parrot said to himself, "I will stay here until the end of the common colours so that my feathers will be dyed with one of the most beautiful colours," and it was so.)

Regarding the outcome of the incident, it is said: "Nachdem alle Vögel gefärbt waren, flog er hin zum Schöpfer und bat um Farbe. Aber da gab es nur noch einige Schälchen mit Resten, die übrigen waren leer. Da wurde der stolze Vogel betrübt; der liebe Gott aber sprach: "Nimm es dir nicht zu Herzen, ich schenke dir ein besonders schönes Federkleid!" Also strich er ihm von jedem der Schälchen, in welchen bunte Farbe gewesen war, den Rest auf die Federn; von roter und grüner Farbe konnte er noch am meisten bekommen". [11, 71]

(Meaning: When all the birds' feathers were painted in different colors, the parrot came to the god and asked them to be painted. But only a few colors left and color pots were almost empty. When God saw that the proud parrot was upset, he said to him, "Don't worry, I will give you feathers of a different color." After that, he presented the parrot with a brightly colored dress from the little ones that were left with little paint. Thus the parrot was distinguished from other birds by its abundance of red and green feathers.)

Fairy tale quotes why parrot feathers are in bright colors At the same time, it is epic how the parrot came to the attention of God with his intelligence, patience, and was duly rewarded.

In folk tales, the parrot is often depicted as the guardian of the house, the protector of the honor, dignity of his master and mistress. Accordingly, when a landlord goes on a long trip or business, he trusts the parrot to guard the house and keep an eye on his wife.

Ziyovuddin Nakhshabi's "Tutinoma" (The Parrots Tale), is a literal work, the main idea of which is aimed at glorifying qualities such as ethical standards, loyalty, and nobleness. Although the style of the work is similar to the "Thousands of nights", the work is different from the development of events, with the content and purpose. We know that "Thousand nights" tales are narrated from human language. The stories of the "Tutinoma" are retold by the parrot, which protected the honor and lives of one prestigious and rich house. The parrot was estimated at the market as "A clack of feather, worth of eating by a cat." But in order not to lose its value in the front of people it begins to praise itself in human language. While retelling the stories, these definitions were approved. The definition was as follows:

“– Ey aslzoda yigit! Sizning tabarruk nazaringizda arziyas bir qushdek ko‘rinsam-da, aqlu zakovat bobida parvozim shu darajada balandki, shu choqqacha menga o‘xshash birorta sohibqanot tuxumdan chiqmagan. Zukkolik va so‘zga chechanlikda dong‘i ketgan notiqalar ham meni ko‘rsa, o‘zini chetga oladi. Hali meni aytdi dersiz, sotib olsangiz, aslo afsus qilmaysiz. O‘ta inja va zarif qush bo‘lishim bilan birga, yana boshqa qator qobiliyatu xislatlarim ham bor. Masalan, men hozirda va kelajakda bo‘ladigan hodisayu voqealarni avvaldan ko‘ra olish iqtidoriga egaman, ya‘ni bugun va ertaga bo‘ladigan sinoatlarni oldindan bashorat qilaman. [7, 15] (In English:– O beautiful man! Although in your holy sight, I may look as a poor bird, but in the sphere of intelligence my flight is so high, that there is no other bird such as me. The smartest and most talkative orators also hide away when see me. You won’t regret, if you buy me. Besides being so unique and rare bird, I also have a number of other talents and qualities. For example, I have the ability to forecast present and future events.

Believing in his forecasts the parrot guards the honor and pride of the wife of his master who left his house. It retells the stories all night long and in this way keeps the wife inside.

In the Uzbek fairy tales, the parrot is a prophecy, a wise bird that can imitate a person's speech. It is reflected in a friendly, auxiliary figure loyal to the epic hero. In particular, in the tale of "Yaxshivoyva Yomonvoy", ("The Good man and the Bad man") the parrot will cause a good and happy life to virtuous Yaxshivoy, and the bad-tempered Yomonvoy was punished according to his deeds. In a fairy-tale, both images understand the parrot's speech. And the main idea is to show that parrots can speak, they know about nature much more than people.

We can see similarities in the tales about the parrots on top of Poplar and brothers Grimms' tale "Der treue Johannes" (in translation by Xurram Rahimov "Sadoqatli Yohannes". "[1, 9-20]). If we compare the motives of both fairy-tales, from the bird conversion we will know the mysterious secret associated with the fate of the main characters. In this case, the motive of the parrot and crow's predictions of the events that may occur in the presence, in fact, it emphasises that all the birds have given the ability of vigilance and sensitivity.

In the Uzbek folk tale "Mislabu" the parrot is pointed out as one of the most valuable birds kept in the palace. In the fairy tale, an old man working in the garden of a tyrant king in Balkh one day was collecting firewood from the mountain for his livelihood. He found a little parrot cub and took it to his home, took care and taught it to speak. Years later, when the old man, with his back bent, his hair white, his teeth falling out, and his strength weakened, brought the parrot,

which he had taught him to speak, to the king's palace in the hope of giving him something for his livelihood, the king sent him away.

In this tale, the parrot is referred to as a prophetic bird again. But the parrot always tells the truth, and as much as he knows. According to the tale, one day the king went hunting with his officials. But he forgot the parrot. After the king left, his fourth wife, well dressed, sat on the throne and asked the parrot:

– To‘tiqushjon, to‘tiqushjon, qani menga aytibber-chi, dunyoda men chiroylimi yoki mendan ham chiroyli, mendan ham suluv, mendan ham ozoda odam bormi? – debdi. To‘tiqush biroz o‘ylab turib:

– Bibishim, ko‘nglingizga qarab aytaymi, ko‘rganimni aytaymi? – debdi. Malika qah-qahlab kulib:

– Ey, to‘tiqush, ko‘p ajab ekansan. Ko‘nglinga qarab nima qilasan, ko‘rganingni ayt, – debdi. To‘tiqush:

– Bibishim, men sizning ko‘nglingizdagini bildim. Juda uzoqda, Nil daryosi bo‘yida, tillaqo‘rg‘onda: o‘zi hur, tishlari dur, xushmuomala, sochi sumbul bir Mislabu degan qiz bor. Siz uning kavushining tagiga ham o‘xshamaysiz, – debdi. [3, 200]

(In English: Parrot, parrot, tell me, am I the most beautiful in the world, or is there someone more beautiful, charming and accurate than me?"

She said. The parrot thought for a moment and answered:

"My mistress, should I speak according to your heart or can I tell you what I've seen?" he said. The princess laughed and said:

"O parrot, you are very strange." Tell me what you see, what you do to my heart. Parrot:

"My mistress, I know what's on your mind. Not far away, on the banks of the Nile, in a gold mine: there is a girl named Mislabu, as an angel, her teeth are straight, she is polite. You don't even look like the soles of her shoes.")

In many fairy tales, there is a motive of poetic conversation with birds. In this regard, the three parrots' conversation in the fairy tale "SohibjonbilanAhmadjon" (In English: Sohibjon and Ahmadjon) is also noteworthy. It depicts parrots predicting the life of a fairy-tale hero and expressing their thoughts in the form of a song. [3, 191-192]

In fairy tales, the conversation of birds or their words in the form of poems is observed not only in Uzbek folk tales but also in other folk tales.

In ZiyovuddinNakhshabi's "Tutinoma"(The Parrots Tale), the words of the parrot are sometimes expressed in verses, which means that not only in Uzbek or German fairy tales but also in the tales of other peoples of the world, the words, conversations or dialogues of birds are narrated both in verses and prose.

The Uzbek folk tale "Uch og‘a-ini botirlar" (In English: Three Brave Brothers) has an educational value, as it can serve to form positive qualities such as honesty, integrity, diligence, courage, bravery, loyalty. The truthfulness, courage, loyalty, and unjust imprisonment of the epic protagonist of the tale are narrated through the story of the parrot in the tale. The story goes that

the palace bird parrot, which was in the king's attention and gaze, was unjustly killed because of the envious minister's mischief and lies, and the king, who became aware of the minister's deeds years later, deeply regretted it.

The story shows that the homeland of the parrot is India. In fact, there are many species of parrots that live in countries with tropical and subtropical climates. It was brought to the European country from other countries.

– Menga bir yo‘l ko‘rsating, men ham erkinlikka chiqay, ham va‘da yolg‘on bo‘lmasin.

Ona to‘ti aytibdi:

– Shunday bo‘lsa men ham bir maslahat beraman. Bizning joyda bir daraxtning mevasi bor, har kim bir donasini yesa, qari chol bo‘lsa yigitlik holiga qaytur. Kampir yesa qiz kabi yoshlik holiga kelur. Podshohga shundan uch donasini olib borgin, bu bebaho mevani berib, o‘zingning butunlay ozod etilishingni so‘ra, shoyad insofga kelib, butunlay ozod etsa, – debdi.

(In English: Show me a way, that I may be set free, and that the promise may not be false."

The mother parrot said:

"Then I'll give you a piece of advice." There is the fruit of a tree in our place, and everyone returns one of them to his youth when he is old. The old woman, on the other hand, becomes as young as a girl. Take three of them to the king, give him this precious fruit, and ask for your complete release, so that he may come to his senses and you will be completely released.)

The fact that the parrot, described in this passage as a palace bird, a bird in the king's attention and sight, a faithful bird with the ability to speak, is aware of the fruit of the tree of life, which is a mystery to mankind, is based on the mythological interpretation of the parrot as a mediator between humanity and the other world.

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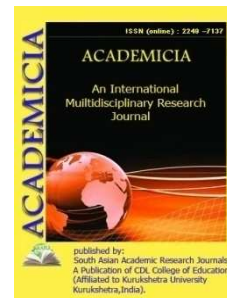
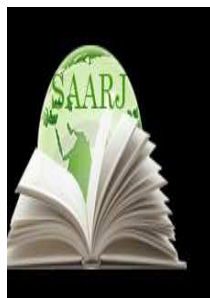
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SOCIO-ETHNIC FACTORS OF PSYCHOLOGICAL ADAPTATION OF FOSTER – FAMILIES AND CHILDREN

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ABSTRACT

In this article, the choice of alternative forms of placement of orphans and children deprived of parental care, the socio-ethnic factors of the psychological adaptation of families and children, which are aimed at strengthening the family institution and improving the system of social orphan prevention, have been covered.

KEYWORDS: Orphanages, Children's Town, Foster – Families, Foster – Parents, Orphaned Children, Foster, Mutual Psychological Compatibility, Socio-Ethnic Factors, Non-Institutionalization, Guardianship and Sponsorship.

INTRODUCTION

The fundamental changes in the social, economic, political and spiritual spheres that are taking place in the life of our qualification are regarded in many respects as the priority tasks in the state policy aimed at creating all the conditions necessary for the formation of youth as a comprehensively harmonious person. In 2017-2021 in the strategy of action on five priority directions of development of the Republic of Uzbekistan “To educate young people who are healthy, spiritually and mentally developed, think independently, are loyal to the Motherland, have a firm Life outlook”, “Support and realization of the creative and social potential of the younger generation, the formation of a healthy lifestyle among children and young people” is defined as important tasks, in the resolution 824 of the Cabinet of Ministers of the Republic of Uzbekistan “On the selection of alternative forms of placement of orphans and children deprived of parental care, strengthening the family institution and measures to improve the system of

prevention of social orphans” adopted on September 30, 2019, the necessity of carrying out large-scale spiritual, educational and legal-educational work.

From this point of view, the topic “Socio-ethnic features of the psychological adaptation of families and children under arrest”, chosen for the purpose of carrying out scientific research, confirms the importance and relevance of the present day, as well as the need for further improvement of the system of organization of social upbringing and educational processes of orphans and children deprived of parental care.

Starting from November 1, 2019 in our country, the candidate citizens who are receiving orphans and children deprived of parental care to the family (patronat) or who are receiving them through the establishment of a family children's home - in other words, it should be noted that the organization of training of **foster – parents** in orphanages and children's towns for the purpose of training the parents is one of the important and modern directions of practical solution to the above-mentioned problems.

Counseling assistance of parents, social, legal, psychological-pedagogical, established in the field of social work of relevant ministries, departments and organizations to conduct training courses, specialists providing medical support, as well as employees of the socio-psychological and pedagogical assistance service of state educational institutions are involved and they are responsible for the task assigned to them. The main tasks of the preparatory courses are as follows:

- ❖ development of knowledge and practical skills of foster – parents in the field of child psychology and pedagogy;
- ❖ to acquaint the foster – parents with the legislative framework in the field of protection of the rights and legitimate interests of orphans and children deprived of parental care;
- ❖ acquaintance with the rights and obligations of the foster – parents;
- ❖ formation of parental capacity of the foster – parents in connection with the upbringing, care, protection of Health, creation of favorable conditions for its socialization, education and comprehensive development of orphans and children deprived of parental care;
- ❖ to clarify the degree of readiness of the foster – parents to accept the child into the family, to help the child choose the form of admission to the family, it is also to assist in understanding the problems and challenges that may be encountered in the process of educating and developing the child and also develop their knowledge and practical skills in the field of children's psychology and pedagogy.

Also, in 2019-2023, the program on the non-institutionalization of orphanages “Kindness” was developed, in which special attention was paid to the development of alternative forms of accommodation of children deprived of parental care in the family. For this purpose, it is indicated to follow:

To develop a methodological framework “Minimum standards for assessing the quality of conditions created for children who are brought up in foster – families” and “Minimum mandatory standards in institutions for children deprived of care of orphans and parents”.

On the basis of this document, the bodies of guardianship and trusteeship, as well as educational, educational and health-improvement institutions for orphans and children deprived of parental care are established on the basis of modern standards.

1. To increase the effectiveness of education, development, quality of supply of children brought up in the foster – families and state institutions.
2. Methodological maintenance of the activities of guardianship and guardianship bodies in the protection of the rights of children deprived of orphans and parental care.
3. Development of alternative forms of placement of children in the family in need of the definition of guardianship and guardianship.
4. Modern regulation of the provision of social-ethnic, psychological – pedagogical and value-consultative services on adaptation of children to the family under arrest.
5. To implement socio-ethnic measures to prevent the return of children from foster – families to institutions.

In the development of alternative forms of placement of children in the family, the following were established with the aim of increasing the professionalism (capacity) of specialists of the guardianship and trusteeship bodies and socio-local employees:

1. For the purpose of analyzing and studying foreign experience in the organization of foster – families, the organization of a working group consisting of representatives of interested Ministries, Departments and other organizations and establishing their activities.
2. To organize the study of the experience of developed countries (USA and European countries) on the issue of foster – families (corresponding to Universal and national values) maintained by the working group with professional potential.
3. Allocate appropriate funds for the costs associated with the service trip of the working group.
4. Upon completion of the study, it is aimed to establish and implement practical measures to expand the range of family forms of placement of orphans and children deprived of parental care in Uzbekistan.

For orphans and children deprived of parental care, it is also desirable to establish the use of vocational potential (foster) educators as educators of educational, therapeutic and health care institutions whose activities are being terminated. Therefore, in order to ensure the reintegration of the educators of institutional institutions in the family environment:

1. To strengthen the scientific and methodological base on the reintegration of educators of institutional institutions into the family environment.
2. Social workers, educators, psychologists work with parents, search for parents, restore kinship, form a sense of emotional attachment, prepare parents to take the child back to the family, teach them the skills of Social Work System – specific programming, such as preparing children to live in family life.
3. Identify, encourage and support the family's capabilities and local resources in the return of the child to the family, placement.
4. The choice of families in which a child deprived of parental care can be adopted into the family, prepare them socially, psychologically and pedagogically.
5. To increase the responsibility of parents, to restore the relationship between parents and children and to activate the work of returning children to their parents.
6. To determine the extent to which the child is re-adapted to the family of blood or successful adaptation in a family with a foster – family substitute on the basis of regular supervision.
7. Organization of economic security, social interaction, psychological and pedagogical observation of family substitutes.

In the time of liquidation and reorganization of institutional institutions, it was established that it is desirable to pay special attention to the following:

1. Development of measures to reduce the number of children coming to institutional organizations.
2. The use of forms of “Kindness” homes based on the number of educators is acceptable.
3. Step-by-step conversion of orphanages “Kindness” in the Republic into low-income children's towns (up to 2023)
4. To organize the organization of foster – families with professional potential from the composition of pedagogical employees of the institution whose activity is completed or among persons who expressed the desire to adopt a child in the body of guardianship and trusteeship for the upbringing of the family.
5. Planning and introduction of new modern services for orphans and children deprived of parental care, whose activities can be rendered in modernized educational, therapeutic and health institutions.
6. Transformation of institutional institutions into crisis centers, family and Child Support Centers, adaptation centers, family resettlement service centers and recreation centers (systemic transformation), which provide gradual social services.
7. Provide employment of employees of liquidated institutions (on the basis of retraining) as skilled workers with professional experience in working with children and families in newly established institutions.

Selection of alternative forms of placement of orphans and children deprived of parental care at the current stage of development of our country, measures to strengthen the family institution and improve the system of prevention of social etymology socio-cultural, can find a successful solution on the basis of national-territorial and educational-psychological coexistence.

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THE VALUE OF “5 INITIATIVES” IN THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS OF SECONDARY SCHOOL

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ABSTRACT

The article examines the meaning and essence of decrees and the decree of the President of Uzbekistan on the spiritual development of youth. And also reveals the reasons for the deviation of young people from national cultural traditions and customs. The author of the article examines the role and significance of five initiatives of the President of Uzbekistan in the comprehensive education of youth.

KEYWORDS: *Harmonious Personality, Indifference of Young People, Demonstration of Rigidity and Violence, Basics of Citizenship, Ethical and Moral Norms, Concept and Types of Values.*

INTRODUCTION

Today, with its level of development, scientific and technological progress, human lifestyle and prolongation of life expectancy, "artificial intelligence" and nanotechnology, the human mind is reaching new heights. At the same time, the present period is facing the biggest and most complex problem, which is the problem of the correct formation of the spiritual and moral upbringing of young people and children.

As stated in the Resolution of the President of the Republic of Uzbekistan dated March 26, 2021 "On measures to radically improve the system of spiritual and educational work":

-“Ensuring the continuity of spiritual education in the family, educational institutions and communities;

-Organization of propaganda and educational work on a scientific basis, increasing the effectiveness of scientific and methodological research in the field, the introduction of a system of continuous monitoring aimed at strengthening the stability of the socio-spiritual environment;

-implementation of comprehensive measures aimed at eliminating such evils as indifference to the fate of the people, localism, tribalism, corruption, disregard for family values and irresponsibility in the upbringing of young people;

- Raising the culture of the population's use of Internet, strengthening the ideological immunity of the population against ideological and information attacks;

- To achieve the supremacy of culture, literature, cinema, theater, music and art of all kinds, publishing and publishing, spiritual and moral criteria in the media, national and universal values" [1] has become the main task of today.

We believe that there are specific reasons for this situation:

- Lack of a clear positive purpose for the younger generation;

- Lack of cultural and educational work with youth and children;

- Lack of modern areas of patriotic education;

- An increase in the number of detailed reports in the media about open killings and deaths;

- The predominance of materialism, "commodity-money" relations over the spiritual worldview in the minds of young people;

- Aggression and cruelty are shown in serials and movies on various TV channels;

- The blatant display of pornography and savagery on the Internet.

The existence of such events puts new tasks before the teachers of family and secondary schools, that is, to educate responsible citizens who can correctly assess the existing events and organize their activities, taking into account the interests of those around them.

Ways to solve these problems are provided in the new edition of the Law of the Republic of Uzbekistan "On Education", the Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No PF-6108 "On measures to develop education and science in Uzbekistan in the new development period", Uzbekistan Resolution of the President of the Republic of Uzbekistan dated November 6, 2020 No. PP-4884 "On additional measures to further improve the education system", Resolution of the Supreme Council of the Republic of Uzbekistan dated December 9, 1992 No. 757-XII "On accession to the Convention on the Rights of the Child", As defined in the Law of the Republic of Uzbekistan dated January 7, 2008 No. 139-Law of Uzbekistan "On guarantees of the rights of the child".

Also, the Decree of the President of the Republic of Uzbekistan No PF-6017 of June 30, 2020 "On measures to radically reform the state youth policy in the Republic of Uzbekistan and bring it to a new level" Resolution No PP-5040 "On measures to radically improve" also defines the program of spiritual and moral education of youth in general education of Uzbekistan on the basis of five initiatives developed by the President of the Republic of Uzbekistan. The purpose of the above law and by-laws, as well as the five initiatives, is to form highly moral, responsible, creative, enterprising, creative-minded and potential citizens.

These goals can be expressed as follows:

- Formation of the basics of citizenship;

- Awakening the desire to be proud of the motherland and participate in its changes;
- Formation of respect for the history and culture of our people;
- Hard work of every student at a young age;
- Respect for human rights and freedoms;
- Love and protection of nature;
- Loving the homeland and his family;
- Awareness of their social responsibilities and adherence to ethical norms in students;
- To form in children and youth the task of knowing and respecting the cultural and spiritual values of our people.

Among these documents, five initiatives have a special place:

- To work with young people and students for the preservation and development of our national culture and national values;
- Students grow up to be aesthetically sensitive, intelligent and hate all kinds of evil and violence;
- Ensuring that they grow up physically healthy and mentally alert and intolerant of adverse events;
- To be able to withstand all forms of injustice and evil in the future, to protect their country, people and the truth;
- Full mastery of computer technology and sufficient knowledge in this field;
- Creation of opportunities for self-education in the field of IT technologies based on the digital economy for the future;
- Spiritual and moral growth through love of the book;
- To express their words and knowledge, to embody the spiritual riches and national values of our people;
- Not to be dependent by having a favorite profession and craft;
- Develops the skills to earn honest food and, in this way, to freely use their profession, to earn money through hard work.

Teachers currently working on the five initiatives should teach young people to know, respect and adhere to national values. To do this, you must first categorize and explain the values. This is primarily an approach to the world as a value:

- The universe is the only value of the earth; it is our common home, so it is necessary to protect it, to avoid doing various evils on earth;
- There are different races and peoples in the world, who also live in our common home as citizens of the whole world;
- Only he who loves the land will enjoy its blessings, so we must take care of him;
- Human life is the highest value- because it is dimensional and is given to man only once;

- It means that a person should value every minute of his life and use it effectively;
 - Only when a person acquires all the positive things and qualities in the world, his life will be valuable for himself and for others;
- “Only the life of a person who has done evil, laziness, wickedness, transgression and crime in his life is worthless.
- Loving the motherland is a universal value - an expression of spiritual perfection;
 - The motherland has given us a home, parents, bread and water, blood relatives, friends and knowledge;
 - It ensures our health, education, vocational training, and safety of our lives;
 - Statelessness, patriotism is the most severe punishment for a person, there is no such person, he is a poor and helpless person;
 - The value of the word is a noble value that allows a person to express all his experiences, joys and sorrows;
 - The richer a person is in sweet words; the more he will be respected among the people;
 - Speaking eloquently, lifting one's spirits according to one's condition, striving not to offend one, comes from knowing the value of this word;
 - A person who does not understand the value of the word, because of the rudeness of his words, because of his shameless speech, also loses his prestige and value among the people.
 - The value of the family is a stronghold that protects a person from various disasters;
 - Man finds there sympathy, help and shelter, it is a place of peace and happiness incomparable to any other circle.
 - There are your parents, grandparents, sisters, brothers, they are you and you love them, you can not live without each other;
 - Goodness, knowledge, beauty, freedom, hard work is also human values - a person who embodies these qualities is called a perfect person and is respected by all.

Explaining values in this way allows young people to set goals for themselves based on their worldviews and to use those values throughout their lives.

Uzbekistan is currently undergoing a period of radical change and renewal. These reforms are leading to radical changes not only in the economic, political and legal spheres, but also in the cultural and educational spheres.

Because, as noted by President Sh. Mirziyoyev, “The growing threat of terrorism in the world, especially in recent years, shows that the method of combating them, mainly through the use of force, does not justify itself.

In this regard, in many cases, the fight against their consequences is limited not by the root causes that pose the threats. I believe that the root of international terrorism and extremism is, among other factors, ignorance and intolerance.

In this regard, the most important task is to form and educate people, first of all, the consciousness of young people on the basis of enlightenment.

The majority of crimes related to extremist activity and violence are committed by young people under the age of 30.

The youth of the world today are the largest generation in the history of mankind in terms of numbers, as they number 2 billion people.

The future of our planet, its well-being depends on how our children grow into human beings.

Our main task is to create the necessary conditions for young people to show their potential, to prevent the spread of the "virus" of the idea of violence.

For this, we believe that it is necessary to develop multilateral cooperation in the field of social support of the younger generation, protection of their rights and interests. "[2]

In our opinion, one of the main ways to protect young people from the harmful vices of the modern age, from various harmful ideas that negatively affect the minds of young people today, is to bring up our children from an early school age without deviating from our national traditions and values.

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HOW TO TEACH STUDENTS TO INDEPENDENT, CREATIVE THINKING THROUGH PRACTICAL ACTIVITIES

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ABSTRACT

This article is about ways of teaching students to self – study, creative thinking through organizing practical lesson with innovative technologies at higher educational organization. This article describes the problem of increasing the self – activate of the assimilation of knowledge independent thinking by organizing self – education in higher educational institutions.

KEYWORDS: *Practical Lessons, Free Thinking, Activities, Self – Study, To Exchange Opinions. Self – Education, Thinking, Education, Development Activities*

INTRODUCTION

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort. President of Uzbekistan Shavkat Mirziyoev said - "It is important for us to bring up our children as truly patriotic people with independent thinking, modern knowledge and a strong life position."

[1]As the first President said: "If students do not learn to think freely, the effectiveness of education will be low definitely needing knowledge But knowledge goes its own way, and independent thinking is a great asset."

Promoting the harmonious and healthy development of their children is the main task not only of the family and the community, but also of the higher education system.

An important condition for the development of society is the perfection of the training system, the socio-economic development of the republic, improving the quality of personnel, the formation of independent, creative thinking skills of students, as I.A. Karimov said.

[2]To do this, the main task of teachers is to teach students to apply independent learning and independent work, in turn, to strengthen the knowledge and skills acquired in the classroom, to focus on conscious acquisition.

Identifying problem signs in independent learning allows you to separate important information from secondary information and look for factors and additions.

The educational process is aimed at strengthening the knowledge of students studying in higher education institutions, self-education, independent work, and development of knowledge, the formation of understanding, skills and abilities.

Students' independence is nurtured when independent learning is successfully completed. Usually, independent study is brought to the attention of students in the form of an issue that can be solved immediately. In the process of offering students independent learning in the form of a problem, in the process of searching for or expressing conditions in specific problem situations, the activities organized by the subjects seem to be performed by the teacher instead of the students.

[3]In independent study, the conditions are not known in advance. If the student cannot find a solution in the process of carrying out educational independent work given by the teacher, then he will not be able to face this situation and turn this independent work into a situation that allows him to seek a solution.

Independent learning requires strict adherence to certain didactic tasks.

When the conditions of independent study are pre-determined by the compiler, the student is not required to demonstrate the ability to change.

In independent learning, you have to complete tasks that do not have more conditions. On the basis of independent learning, the subject gets acquainted with the laws of changing conditions, uses existing skills and abilities to analyze a specific problem and perform independent work.

Forming concepts using independent learning allows subjects to independently identify problem signs, separate important information from secondary information, and search for additions.

[4]Assimilation of independent learning-understanding, reason, and value orientations that enable independent work involves the creation of a conducive environment for students with low levels and dissatisfaction.

Independent learning is the organization of regular independent activity in accordance with the subjective purpose of the educational process on the formation of self-education, independent learning, the development of imagination, the formation of conceptual skills.

One of the first principles of the independent learning factor is the intellectual mastery of scientific ways and advanced pedagogical practices. Scientific knowledge is a true reflection of reality.

Only knowledge that reflects the laws of the surrounding world, the intrinsically important properties and interrelationships of things and events, is considered scientific.

The scientific principle of independent education is necessary in order to create the right conditions for the teacher to reflect, understand, master the laws of the teaching material.

[5] Understanding of theoretical rules is an important feature of interpreting material on a scientific basis, which determines the characteristics of the student's thinking activity. Scientific knowledge can reflect the realities inherent in science to varying degrees. The scientific interpretation is that one of the tasks of the rules of science in each group for all stages of independent learning is to understand the structure of theoretical data, in terms of how deeply it reflects the world around them.

In the process of acquiring scientific knowledge, students acquire a scientific outlook and beliefs. Thinking develops.

Therefore, today the creation of technology of student self-development in higher education institutions is one of the most pressing issues facing the science of pedagogy.

Practical lessons are organized on the basis of scientificity, conformity to the nature of the student, consistency, systematization, comprehensibility, robustness, understanding and activity, the relevance of demonstration to practice, the ability to apply in practice and develop independent thinking and achieve the following.

When using active methods, he uses all his strength and skills by organizing practical training, tries to explain well with the help of visual aids, didactic handouts. The teacher exchanges ideas with students on the topic. Solves exercises by giving creative work. Performs development through independent work, repetition they will be able to master the content of education. The organization of practical classes on the basis of new technologies creates a favorable environment for students to master the learning process, allow students to exchange ideas. Conditions will be created for mutual receipt and transmission of information. They discuss and solve the issues that need to be resolved together. They find a joint solution to the situation. They demonstrate their knowledge to each other based on the information they receive. Inspired by each other, they become spiritually satisfied and unaware that time has passed. Each participant feels like the authors of the educational content. Achieve full mastery of the content of education.

The practical lesson is focused on everyone by the teacher, that is, there is a bit of abstraction. [6] It motivates everyone to search, think, work towards the same goal, regardless of their interests and abilities.

Due to the fact that the level of development and preparation of students is the same, the acquisition and mastery of knowledge and skills does not guarantee the same result.

Therefore, in practical classes, it is advisable to focus on the student's personality as much as possible to solve questions and answers, laboratory work, exercises.

In our society, economic, socio-political and spiritual-enlightenment reforms are one of the main goals of the Uzbek model founded by the First President IA Karimov: to form an independent-minded, free-thinking mindset.

Consequently, a democratic, civil society cannot be strengthened without shaping the free thinking of the individual. This social necessity has placed a great social order on the education system of the individual in the formation of his consciousness, thinking. Hence, one of the main goals of the process of forming an independent, free thinking of an individual in the system of continuing education. Therefore, the formation of students' creative thinking is a complex

process that requires the educator to achieve the level of professional quality of the teacher-technologist.

In the organization of the educational process, the teacher must first pay attention to the content of education, scientific, modern, compliance with the SES. Accordingly, it is advisable to organize trainings during the practical training.

[7]Trainings are one of the main forms of additional education, the specificity of which is that students learn to use time efficiently, independently, to work, to make decisions.

There are methods of organizing and conducting the training that are universal in nature. For example, group discussions, game-based methods, situation modulation, human sensory development techniques, mediation techniques, and more.

Group - discussion - this method requires theoretical and practical, creative participants in the joint discussion of problematic issues. Such methods are designed to look at the solution of the problem from different angles, each participant expresses a different opinion and on the basis of which a solution is brought. The facilitator leads the discussion by asking a variety of questions and initiating them toward a solution. If team members raise a question, they can also find a solution on their own without a manager.

The training can begin with a discussion of the rules of organization, and can end with a discussion of questions such as what is meant by a group, the formation of a group, and the criteria by which it is formed. Effective training leads to the acquisition of new skills, the development of creative, independent activities.

The trainings have the peculiarities of organizing independent work in groups.

- In this form, students are divided into groups, and each group is given specific, individual tasks.
- Each group works on separate (i.e. identical or stratified) tasks.
- The assignment is based on interaction or is organized under the guidance of a leader.
- In groups, the task is performed in such a way that at the end of the session, the contribution of each participant or group member is taken into account.

The composition of the group may not be permanent; they create an environment in which a member of the group has the opportunity to make his or her maximum contribution.

Groups can be formed in different sizes. Usually groups consist of 4-6 members.

It may be amended depending on the content and nature of the assignments.

The group should be formed in such a way that the presence of students with independent work skills in each group gives the expected results.

Some students felt the need for individual support in organizing group independent work. In such situations, it is advisable for the teacher to continue to help students who do not have a high level of preparation.

Group learning is very useful in laboratory work, practical classes, practice in the natural sciences, speech practice in the natural sciences, speech development classes (dialogue) in the

study of texts, the study of historical materials and pedagogy. In these cases, interaction in groups, independent work gives good results.

Group learning activities are also very useful in the study of topics other than educational - thematic conferences, discussions, poetry readings, debates, questions and answers, small lectures on a particular topic, additional classes, and curricula.

Group members are very active in such learning activities

Show, their own opinion, the ability to defend their positions

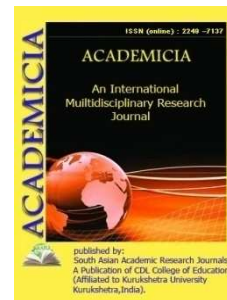
Formed Collaborative, strong students in a group support them by helping a weak student, and creativity develops in the group as well.

In conclusion, new methods that are available during the trainings are discussed, studied, and skills are developed. They learn to work independently on this basis.

It should be noted that practical training should be organized on the basis of interaction, interaction, debate, reasoning, joint solution of an activity or problem.

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PEDAGOGICAL FACTORS OF PREPARATION OF FUTURE TEACHERS OF BIOLOGY FOR PROFESSIONAL-PEDAGOGICAL ACTIVITIES

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ABSTRACT

The article reveals the pedagogical factors of training future biology teachers for professional and pedagogical activities. Implement an integrated approach to modeling in the educational process based on the goal of the object of study, the pedagogical skills of the teacher, innovative and information technologies that allow describing various aspects of the process, integrating interactive teaching and learning methods. tools, ways to effectively use opportunities to solve problems.

KEYWORDS *Professional Competence, The Content Of Biological Sciences, Its Forms, Methods, Teaching Aids, Professional And Pedagogical Activities, Self-Development Of Teachers As A Person, Integration Of Interactive Methods And Means.*

INTRODUCTION

The education system of the developed countries of the world, first of all, the education policy in the direction of continuous education in order to form a comprehensively developed harmoniously developed students' knowledge and mastery of innovations, spiritual and moral qualities based on national and universal values. , identifies the need to improve the quality and efficiency of educational system processes in the formation of skills of creative thinking, conscious attitude to the environment. This need is important in the selection of strategies for the development of educational processes in the training of highly qualified and competitive personnel, as well as the effective implementation of innovative and communicative learning technologies in the educational process, which serve to increase the effectiveness of this process.

At the heart of the ongoing reforms in the field of education in the country, along with the education of courageous youth, there is a need for systematic implementation of radical improvements in higher education in accordance with modern requirements.

Implementation of the Strategy of Actions for the Further Development of the Republic of Uzbekistan aimed at "educating physically healthy, mentally and intellectually developed, independent-minded, strong-minded, loyal to the Fatherland" education of leaders and teachers - determines the need to consider the educational process as a complex pedagogical system with research and analytical directions.

These issues are related to the introduction into the education system of training, processes, principles and laws related to the training of teachers in higher education, ie the improvement of the system of training of future biology teachers for professional pedagogical activities, allows to organize and manage educational processes in accordance with modern requirements [1, 3].

The pedagogical activity of each teacher is a process of solving pedagogical problems, such as the formation of his worldview, beliefs, consciousness, behavior. Pedagogical activity is the form and methods, methods and tools used by the teacher. Through them, the teacher develops this professional activity, which leads to the achievement of the highest results of educational work, the management of students' learning activities, and the solution of problems of modeling the learning process in a new way.

In the professional activity of the teacher:

- Improving the pedagogical process on the basis of a clear goal, aspiration;
- Increase the efficiency of the pedagogical process, their own business activity;
- Mastering constantly updated pedagogical knowledge;
- Be aware of advanced technologies, methods and tools;
- Effective implementation of the latest scientific and technical innovations in its activities;
- Improving professional skills and competencies;
- His practical efforts to prevent and resolve negative pedagogical conflicts require him to work on himself.

One of the pedagogical factors in the preparation of future biology teachers for professional pedagogical activity is the professional competence of the teacher. Professional competence is the ability of a prospective teacher to act in an uncertain manner. The higher the uncertainty, the more important this ability is

[2]. We think that the model of competence of the future teacher can be imagined in the following elements:

- Values, principles and goals;
- Professional qualities;
- Important competencies;
- Pedagogical methods, techniques and technologies;
- Professional positions.

A professionally competent approach should be based on the following principles:

- Education for life, social success and personal development;

-Assessment of opportunities for future biology teachers to plan their learning outcomes and improve them in the process of continuous self-assessment;

-To organize independent, conscious activity in various forms on the basis of personal motivation and responsibility of future biology teachers

[3].Adherence to the principles of a professionally competent approach to the preparation of future teachers of biology for professional activity, the interrelated introduction of the content of biological sciences, its forms, methods and tools of teaching. It will be the basis for their deep and comprehensive knowledge, for their perfection as a comprehensively developed person.

Pedagogical excellence is the art of teaching and education. This is a professional ability to direct all types of teaching and educational work for the comprehensive development of the student, including his worldview and abilities

[4].Outwardly, it manifests itself in the successful creative solution of a wide variety of pedagogical tasks, in the effective achievement of the methods and goals of educational work. Its more specific external indicators are: high level of performance, quality of the teacher's work; expedient, adequate to pedagogical situations, actions of the teacher; achievement of the results of training, education, independent work of students; the development of their ability to study independently, to acquire knowledge, to involve them in independent research.

From the inside, pedagogical skill is a functioning system of knowledge, skills, abilities, mental processes, personality traits, ensuring the fulfillment of pedagogical tasks. In this regard, pedagogical skill is an expression of the teacher's personality, his abilities to independently, creatively, skillfully engage in pedagogical activities.

Modern science, without rejecting useful elements, moments of truth in different concepts, considers personality as a unity of biological and social, in which the biological basis is transformed, enriched, filled with social qualities, acquires a truly human content (value orientations, motives, development of logical and intuitive thinking, the ability of anticipatory reflection of reality, etc.). Personality development here acts as a single biosocial process of human improvement under the influence of both external (environmental) and internal (individual-personal) factors. The human-centered essence of education is most fully and consistently reflected in the concept of humane-personal education, in its social-personal orientation.

Human development takes place in his vigorous activity, directed by a socially significant goal from the outside and by his own motivation from within. The main driving force that stimulates activity is the contradiction between what has an objective meaning and is reflected by a person as subjectively meaningful, and reality. Realized through consciousness and experiences, the resulting contradiction forms the motivation of activity (D.I. Feldstein).

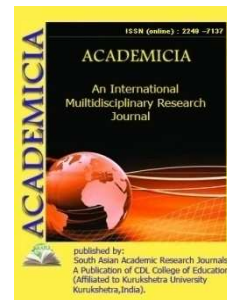
The development of a person at each age stage is primarily determined by the type of leading activity (play, study, work, self-determination), which determines the most important changes in mental processes and psychological characteristics of a person at a certain stage of her life (A. N. Leont'ev).

By regulating external conditions, creating developmental situations, stimulating their own activity of trainees (educated), the teacher and the pedagogical system form the inner world of a

person, encourage him to social activity, self-realization, transformation of the environment and himself. Education and pedagogy can only partially influence external factors (educational policy, cultural richness of the environment, preservation and multiplication of traditions).

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INTERACTIVE EDUCATION IS A GUARANTEE OF EDUCATION QUALITY

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ABSTRACT

Organization of modern lessons on the program of development of school education, radical reform of the education system in the educational process on the basis of the Law "On Education", ways to use interactive methods in all educational institutions, the teacher's preparation for the lesson, the provision of methodological assistance to young teachers on the basis of the "teacher-student" system, the teacher's creativity, creative approach to the lesson.

KEYWORDS *School, Education, Development, State Program, Education, Quality, Efficiency, Innovation, Skill, Group, Ability, Opportunity, Lesson Sacred, Law On Education, Lesson Preparation, "Teacher -Student ", Forms And Tools, Process, Task, Learning, Personality, Teacher, Learning, Modern Education, Requirements, Theoretical Knowledge, Skills, Abilities, Pedagogical Technology, Interactive Methods, Method, Small Group, Community, Assimilation.*

INTRODUCTION

The period of implementation has begun in achieving quality and efficiency in education through the implementation of the "State Program for the Development of School Education" in the educational process through the newly adopted Law on Education in Uzbekistan, and thus modernized educational standards.

The construction, beautification and creative work of new schools is being carried out by the state. Our schools are getting a new look and all the conveniences. The provision of schools with new equipment, tools, improved programs, modernized and tested standards, a new generation of textbooks (as a lease), computerization is being carried out on the basis of the State National Program.

In other words, there is a growing demand for teachers who are professional, knowledgeable, methodologically skilled, productive, well-versed in modern interactive pedagogical technology,

and able to organize education on the basis of innovations, instead of boring lessons. No matter how much the material base, standards, curricula, programs and textbooks are improved in education, the creativity of a teacher who conducts direct theoretical and practical training to achieve the expected main result, to provide deep and thorough knowledge, to achieve high quality mastery, inquisitiveness depends on the qualification, pedagogical skills, and in the learning center requires a network of students.

They need to focus on what kind of education the student has, his or her interests, desires, and needs. Now, "What is individualization of education?" Let's answer the question:

- Individualization of the educational process is a method of teaching that takes into account the fact that each student actively participates in the learning process and makes a personal contribution to the learning process;
- The organization of the educational process takes into account the methodological approach of the teacher, speed, personal characteristics of the student;
- The student is in the center of personal learning in the conduct of educational, methodological, psychological, pedagogical and organizational management.

Individualization of the educational process:

1. When working in groups, when organizing educational work, when working with each student individually, their personal characteristics should always be in the focus of the teacher.
2. Even when communicating with a student, his or her uniqueness should be taken into account.
3. His abilities should be taken into account in the educational process.
4. In carrying out pedagogical and psychological processes it is necessary to take into account the level of personal development of the student.

Principles of individualized education:

- Individualization is the main strategy of the educational process;
- Personal development is expected through the individualization of the learning process;
- Implementation of individual teaching of each subject guarantees the expected result;
- Conditions are created for the integration of forms of teaching with individualization;
- Individualized education - ensures the quality and efficiency of the educational process;
- In individualized education, the acquisition of skills, competencies, knowledge is based on the interests of the student;
- The ability to work independently develops the student's general reading skills.

Thus, the quality and effectiveness of education depends on the student's effective reading, independent thinking and thinking activities aimed at mastering the learning content. In interactive teaching methods, students can show the development of the following characteristics.

The student is not taught, he is taught to read study and work independently. At the same time, students are taught to master through independent analysis, to think creatively, to think freely on

the basis of personal conclusions. Students develop the ability to think against memorized ideas, to defend their position.

Instead of imparting knowledge to the student in a ready-made way, the student develops the ability to acquire knowledge by searching, finding, and processing knowledge from textbooks, the Internet, and various other sources. Through the acquired knowledge, it is possible to think creatively. Students will be taught to work with textbooks, read, study, write notes, and acquire independent reading skills using additional literature.

In schools, all students are guaranteed to master at the level of their abilities. At the same time, the student's ability to apply the acquired knowledge in life and practice is determined by the skills and abilities.

All students can achieve the same results if all teacher-students learn to work using interactive methods and incorporate it into their learning activities.

The organization of student activities plays an important role in the implementation of the learning process and the effective use of its structure. Because the student's personality is at the center of the process This means that the learning process should be student-centered.

According to the pedagogical literature, methodical manuals and school practice, the student's educational activity is carried out in three directions: 1. general; 2. grouped; 3. individually.

1. Understand the behavior of all students in the group under the guidance of the teacher in the activities of the general direction of the teaching process.
2. In the organization of group learning, students' activities are carried out in groups.
3. In the process of individual learning, students work individually.

In lessons that organize activities in a general way, students simultaneously discuss the same tasks in groups, exchange ideas, compare, and draw conclusions. The teacher collaborates with the students on the task at the same time, and works creatively. The teacher discusses the issue together, involving all students in the process of speaking, explaining, and demonstrating.

Such interactions lead to the development of students' trust, communication with students, and the ability to work as a team.

There are also specific shortcomings and deficiencies in the organization of general educational activities. The activity in the classroom is focused on the same by the teacher, that is, there is a bit of abstraction.

It motivates everyone to search, think and work towards the same goal, regardless of their abilities.

Due to the fact that students have the same level of development and preparation, the acquisition of knowledge and skills does not guarantee the same results. There is a decrease in the quality and effectiveness of the course.

Students with learning disabilities are slow to learn. They do not fully master the learning materials. They need more personal attention from the teacher.

However, some students tend to learn more complex, more difficult materials. Others are more interested in working on a more independent, creative approach. Therefore, in general-oriented

classes, it is advisable to focus on the student's personality as much as possible in the form of questions and answers, laboratory work, exercises, and problem solving. In conclusion, it should be noted that the lessons require uniformity, common approach, avoidance of the same pattern of educational activities, and the following can be done:

1. Landmark. The stage of training participants and experts The work plan of the educational process is suggested by the teacher. In collaboration with students, the goals and objectives of the lesson are defined. The problem of the learning process is formed. The imitation, the rules of the game, the general course of the learning process are told, and the student is given a package of materials for the learning process.
2. Preparation for the learning process. Get acquainted with training materials, situations, instructions and other package documents. A table of rules will be created. It shows the game scenario, the sequence of the game, the results. It is forbidden to change the game process, to interfere in it. Only by carrying out the process, some adjustments can be made. When a game is scheduled, the student does not interfere in it, but watches and directs it. Its main task is to organize a discussion, observe the game, calculate the results, feedback received, and answer questions from participants.
3. Discussion of the game. It consists of analyzing, discussing and evaluating the game process. The teacher will conduct the final discussion. In the discussion, participants and experts exchange views, defend their positions, express their impressions, problems and opinions.

From the above information it is clear that in the interactive business games: teacher - student, teacher - group, student - group, student - student, group - group interactions the content of the course is mastered.

Teachers who want to work in an interactive way can be reminded that just reading articles and literature is not enough to work in a new way. To do this, the teacher must apply interactive techniques in his/her work, he/she personally participates in business games, brainstorming, debates, debates, and he/she practices it himself/herself, makes a personal contribution.

To do this, he must know, master and implement the following rules of conducting interactive lessons:

1. All participants (students) are required to be involved in interactive activities. In this case, technologies should be chosen that envisage the participation or discussion of all participants in the work process;
2. It is necessary to prepare psychologically for participation in training. It should be borne in mind that the participants in the lesson are not ready to embark on the process. In the newly formed interactive lessons, there are cases of awkwardness, shyness, silence, which actively hinders the lesson and prevents the use of internal resources;
3. Do not tire students with the introduction of new technologies. The opportunity of the participant, the quality of the new technology is compatible with each other. The number of participants in a group should not exceed 30 people. Only in such conditions it is easier to work in small groups, to express one's opinion freely, to find solutions to problems;
4. Particular attention should be paid to the preparation of training rooms. The class should be prepared so that when working with small and large groups, they can move freely. In other

words, you need to create a comfortable environment for the student. It is especially annoying when a student bends down to communicate with each other. Arranging tables for 4-6 people, group members sitting facing each other, creating a comfortable environment for seeing and thinking will give good results;

5. Before conducting business games, it is necessary to follow its rules and sequence. It is better to follow it in advance. Each participant must be able to think, to be persistent, to listen to the end, not to criticize. Respect for the freedom of speech of each participant, respect for the individual;

6. Care should be taken to divide participants into small groups. First of all, it is better to form small groups freely, on the basis of desires. It is better to move to random groups. In conclusion, interactive methods allow you to perform many tasks at once.

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SCIENTIFIC AND THEORETICAL BASIS FOR IMPROVING THE EFFECTIVENESS OF EDUCATION THROUGH THE USE OF INTERACTIVE METHODS IN EDUCATION

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ABSTRACT

adical reform of the education system in the educational process on the basis of the Law "On Education", ways to use interactive methods in all educational institutions, teacher preparation for lessons "Teacher-student" methodological assistance to young teachers on the basis of the system, the creativity of the teacher, the approach.

KEYWORDS: *Course Law On Sacred Education, Lesson Preparation, Teacher-Student, Forms And Tools, Education, Process, Task, Knowledge, Person, Teacher, Learning, Modern Education, Requirements , Theoretical Knowledge, Skills, Abilities, Pedagogical Technology, Interactive Methods, Method, Small Group, Team, Mastering*

INTRODUCTION

Radical reform of the education system in Uzbekistan on the basis of the Law "On Education", the organization of the educational process on the basis of modern teaching methods, new a pedagogical technology is one of the most pressing issues. Work is underway on this research.

It is well known that significant educational research on interactive methods has been carried out in all educational institutions, and it is no exaggeration to say that many great achievements have been made in this regard. For example, N. Saidakhmedov's "Manual of pedagogical skills and pedagogical technology", IQTolipov, M. Usmonbaeva's "Application bases of pedagogical technologies" (Tashkent - 2006), J.G.Yuldashev, F.Yuldasheva, T.Yuldasheva's "Interactive education - a guide to quality assurance" (Tashkent -2008), T. Gafforova's "Modern pedagogical technologies in primary education" (Tashkent "Teacher" (2018) and other research results.

The use of interactive methods in the learning process is becoming more widespread in the education system. This, in turn, requires the liberalization of the educational process,

democratization, and the organization of cooperation in a creative way. In short, the student needs to be at the center of the learning process, and the learning process needs to be focused on him or her. Person-centered education serves as a driving force for the organization of student learning, the realization of interests, desires and aspirations. Such education allows the teacher and the student to be constantly creative; constantly working on themselves. A positive situation is a guarantee of quality and efficiency in education.

In Uzbekistan, according to the Law on Education, reforming the education system is a priority of personal interests. Due to the importance of this factor in the social policy of the state, the introduction of new pedagogical technologies in the educational process, the creation of updated technological models of education, according to the order of October 15, 2011 No 02-3821 "Dars Muqaddas (Holy Lesson)". The effectiveness of the educational process is reflected, first of all, in the activities of students and youth. Therefore, the main goal in creating lesson plans based on pedagogical technology is to ensure that the goal of education is to achieve high efficiency in the performance of its tasks. The organization of educational processes in educational institutions and the implementation of the "Holy Lesson" will be carried out in the following areas.

1. Thorough preparation of the teacher for the lesson is a guarantee of successful and effective teaching.
2. Components of lesson development.
3. Lesson analysis is a factor that helps teachers to increase the effectiveness of education through independent work, creative research.

A lesson is the organization of a learning process for students under the guidance of a teacher over a set period of time, with clear goals in the classroom, "A good one-hour lesson is a great work". Because today in our country all the conditions and opportunities have been created to fulfill the above tasks at a high level, that is, to bring up a healthy and harmoniously developed generation, to bring them up as fully developed individuals.

Teachers are effective because they use modern information and communication technologies, innovative, interactive methods in the classroom.

As a teacher-student system, as a teacher, they provide methodological assistance to young teachers, disseminate teacher-student experiences, as well as open lessons based on advanced pedagogical technologies, interactive, innovative methods, and multimedia presentations.

The teacher's preparation for the lesson consists of 2 parts:

- General teacher training
- Daily teacher training

The process of studying and analyzing the results of the teacher's preparation for the lesson showed that the teacher's active participation in the lesson, thorough knowledge, constant attention to teaching and learning skills increase the level of cooperation. It should be noted that the teacher should not consider the student as a person who is subject to his requirements and conditions, but should be in a cooperative relationship, recognizing his independence, originality, and he should be in touch with students on the lesson, analyze their relationships, and provide comparative knowledge.

Along with the implementation of the Law "On Education", the "National Program for Training" and the "State National Program for the Development of School Education" in the educational process, the achievement of quality and efficiency in education and thus modernization one of the current challenges is to ensure that educational standards are fully met.

Today, a number of developed countries have accumulated extensive experience in the use of pedagogical technologies that increase the learning and creative activity of students and ensure the effectiveness of the educational process, and the methods that form the basis of this experience are called interactive methods. being conducted.

One of the requirements for the organization of modern education, especially the organization of teaching processes based on the use of interactive methods, is to achieve high results in a short time without excessive mental and physical effort. Liberalization of interactive methods in the learning process, democratization, cooperation also require the organization of creativity.

In short, the learner needs to be at the center of the learning process, and the learning process needs to be focused on him or her. Person-centered learning serves as a driving force for the organization of student learning.

Such education gives the teacher and the student the opportunity for constant creative research and continuous self-improvement. A positive situation is a guarantee of quality and efficiency in education. The use of interactive methods in the classroom is inherently subjective, which means that every educator must organize the process of education and upbringing creatively, based on their abilities and professional skills.

The following interactive methods guarantee the organization of lessons using forms and tools:

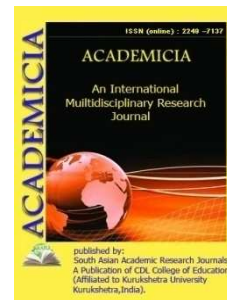
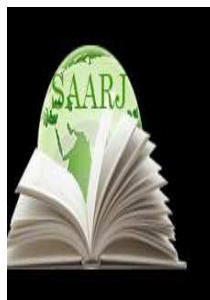
- Increasing the effectiveness of pedagogical activity (educational process);
- Decision of interaction between teachers and students;
- Assuming that students have a thorough knowledge of the subject;
- Development of independent, free and creative thinking skills in students;
- Create the necessary conditions for students to realize their potential;
- Ensure the supremacy of democratic and humane ideas in the educational process.

The various means of using interactive methods in education and their impact do not arise spontaneously. It depends on the correct, timely and effective use of interactive methods. Therefore, the effective use of interactive methods in the educational process is guaranteed by the following factors:

- Careful preparation and planning is required to use this method;
- It is necessary to create an appropriate situation for the use of this method;
- The process of interactive education is organized in a friendly, sincere way, on the basis of general pedagogical requirements, without giving in to emotions;
- The process of individual approach is the creation of appropriate conditions for the student to think freely, to creatively express their inner experiences;
- Interactive methods should be implemented in different forms.

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THE USE OF THE PAST TENSES IN GERMAN AND ENGLISH

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ABSTRACT

The article is devoted to the use of past tense forms in German and English. It contains some important aspects of the research results. The present work is a study of the function of the simple and compound past tenses in German and English. 'It is largely an attempt to apply the findings of recent investigations to a substantial corpus of material. The tense-forms of language do not denote time (this is done by contextual elements such as adverbials) but inform the hearer about the speaker's attitude towards events.

KEYWORDS: *Tense-System, Tense-Form, Comparison, Narrative, Past Tense, Perfect.*

INTRODUCTION

It is axiomatic that no tense-form of a language can be equated with the corresponding tense-form of another language. Each tense-system is first and foremost part of the tense-system of a given language, and only tense-systems are comparable. Since, however, English and German share the structural dichotomy of the tense-system the English and the German preterit have in common that they are the zero tense-forms within the 'erzählte Welt'[4; 121].

MAIN PART

As far as English is concerned (where no statistical data can be given) this says nothing about the actual range of application of the preterite. It is probably more frequent than its German counterpart, which will be borne out by the following comparison. In talking about events which are of immediate concern to the speaker and the hearer a temporal fixation is often superfluous since 'today's relevance is substantially all that matters'. If, on the other hand, events are narrated and if they belong to the past (i.e. if they are not fictitious) it is often desirable to indicate the time of their occurrence. Thus we often find exact temporal specifications in connection with the narrative tenses, especially in English.' Im Englischen hat sich die Kombination von Erzähltempora und genauen Zeitangaben stärker gefestigt als in anderen Sprachen. Das Feld des Erzählens ist daher weiter als etwa im Deutschen, und wir müssen manches deutsche Perfekt bei der Übersetzung durch einenglisches Preterite wiedergeben. Das sind Schwankungen innerhalb einer Struktur, die grundsätzlich den beiden Sprachen gemeinsam ist [1; 115]. It must be added that the narrative tenses in English are also used when the time of the events indicated is not explicitly stated but implicit from the context or situation. As an illustration a few examples are given below which are taken from bilingual textbooks; the original German text will be given first, followed by the English translation. The translator's (not the present author's) remarks are included in brackets:

a) Schottland im 16. Jahrhundert: Es ist ein tragisches, von düsteren Leidenschaften zerrissenes Land. . .

b) Scotland in the 16th Century: It is (Statt des Präsens wie im Deutschen wäre vielleicht im Englisch das Präteritum zu empfehlen; dann allerdings im ganzen Text.) a tragic land rent by gloomy passions.

a) Albert Einstein hat im letzten Jahrzehnt seines Lebens in erster Linie Aufsätze philosophischen oder politischen Inhalts veröffentlicht...

b) Albert Einstein published ("has published" würde implizieren, daß Einstein noch am Leben ist) in the last ten years of his life chiefly...

a) Doch erhält man wesentliche Aufschlüsse zu seinem Werk, wenn man weiß, daß dieser . . . Autor . . . jahrelang als Professor der englischen Literatur an der Columbia Universität bahnbrechend gewirkt und neben zahlreichen wissenschaftlichen und belletristischen Werken auch ein Buch mit dem bezeichnenden Titel "The Moral Obligation to be Intelligent" ... verfaßt hat. ... Er hat sich um ernsthafte Lyrik bemüht...

a) Die Krönung Victorias... war voller Zwischenfälle, die Victoria treulich in ihren Tagebüchern und Briefen verzeichnet hat.

b) The coronation of Queen Victoria... was full of mishaps, which Queen Victoria has faithfully recorded in her diaries and letters.

a) Was Lawrence (of Arabia) aufgeschrieben hat, sind... die Beobachtungen... eines Menschen..., der das Leben des gewöhnlichen Soldaten geführt hat.

b) What Lawrence wrote down are... the observations... of a man who has led the life of an ordinary aircraftman.

Occasionally the English perfect is rendered in German by the preterite, especially in the case of 'to be':

He has never married, she thought; and she had. And I've three boys. I've been in Australia, I've been in India...

Er hat nicht geheiratet, und ich ja. Und ich habe drei Buben. Ich war in Australien, ich war in Indien

At this end of that famous "dissociation of sensibility" it has not always been easy to analyse exactly what happened and how.

Von uns aus gesehen, also nach jener berühmten "Spaltung der ganzheitlichen Ansprechbarkeit des Menschen", war es nicht immer leicht, genau festzustellen, was eigentlich geschah und wie es dazu kam.

Apart from the fact that in English the field of the narrative is wider than in German, a review of bilingual texts seems to warrant the conclusion that the historic present is less common in English than it is in German:

a) O je, Gartenzwerge, sagte Silvia jetzt, unsere Freundin, die Gärtnerin. Sie glauben nicht, was Gartenzwerge für ein Artikel sind. ... Jeder Gartenzwerg geht weg. Passen Sie auf: einmal nachmittags, draußen regnet es, muß ich im Laden, wo die Blumen verkauft werden, Dienst machen. Ein Mensch kommt herein... Gleich faßt er die Ecke ins Auge, wo unsere Zwerge stehen...

b) 'Oh my goodness, garden dwarfs,' said our friend S., the gardener. ... Listen. One afternoon it was raining outside and I had to serve in the shop where we sell our flowers. A man came in... He looked straight at the corner where we keep our dwarfs...

The whole of S.'s story is then told in the historic present, whereas the translator sticks to the preterite. In a footnote the editor explains: 'Silvia's story is in the historic present, here given in the past because a long narration in the historic present is as uncommon a device in English as it is common in German.'

Further examples:

a) Ich komme ins Sinnieren und merke nicht, daß wir schon zwischen den Häusern fahren. „Wir sind da“, sagt plötzlich der Fahrer, ohne sich dabei groß nach mir umzusehen. Ich gebe ihm den üblichen Fahrsold, ein paar Zigaretten, er dankt gleichgültig und öffnet mir schweigend den Schlag.

b) We have a helpful guide to his work when we are told that this author... was for years professor of English literature at Columbia University... Here he enjoyed lasting influence and wrote in addition to... a book with the significant title... He attempted ("simple past" in all verbs of the sentence! Purely narrative.) serious lyrical poetry...

The following sentences all refer to Lawrence of Arabia:

a) Er selbst hat kaum ein Wort geschrieben, daß nicht seine eigene Person... spiegelte.

b) He himself wrote little that did not reflect his own personality...

a) Das Werk, das...Lawrence in die Reihe der großenenglischen Schriftsteller rückt, heißt... Es enthältdie Schilderung jenes Ereignisses in seinem Leben, dasihn INS Rampenlicht des Ruhmes gestellt hat.

b) The book that raised Lawrence...to the ranks of thegreat English authors, is called... It describes theevent in his life that brought him dazzling fame.

a) Im Flugzeug zwischen Paris und Kairo hat er dieEinleitung zu den "Sieben Säulen" geschrieben.

b) He wrote the preface to the "Seven Pillars" in anaeroplane between Paris and Cairo.

a) Soist er bereits zu seinen Lebzeiten eine mythische Figur geworden...

b) Lawrence had already become... a mythical figureduring his lifetime...

a) Mir ist es nicht zweifelhaft, daß eine tiefe Religiösitätihn getrieben hat.

b) I myself am in no doubt that a deep sense of religionguided him.

Both English and German (as well as other Indo-European languages) have a tense-form which enables the speaker to refer to past events other than narrating them; for every speaker can adopt a twofold attitude towards the past: 'Ich kann Vergangenheit erzählen, und das ist zugleich ein Weg, mich von der Vergangenheit zu befreien und sie in der erzählenden Sprache aufzuheben [3; 19]. The eventsnarrated will, as a rule, be no longer of direct concern to the speaker, "sie brennen ihm nicht (mehr) unter denNägeln". Thus I can let 'bygoness be bygoness', I can detachmyself from past things and cut them off from my presentexistence through the filter of the narration.

'Ich kann aber auch Vergangenheit besprechen'; thetense-form by which language enables us to do this is,of course, the retrospective tense of group I, the perfect.The past which the perfect denotesis inextricably tied up with the speaker's here andnow, it has not lost its actuality and can therefore neverbe a 'perfectum'.' 'Es ist eine Vergangenheit, in die ichhineinwirke, weil ich sie mit den gleichen Worten forme,mit denen ich Akte setze. Und indem ich die Vergangenheitbe sprechend forme, verändere ich zugleich meine Gegenwartund meine Zukunft. Das ist ein gespanntes Geschäft und weit entfernt von der ruhigen Besonnenheit des Erzählers, der seine erzählte Welt sein läßt.'[2; 89]

It is completely irrelevant when the event under discussion took place or whether it extends into the present or not; it can (as an event) be entirely completed. Dashäufig anzutreffende Merkmal "in die Gegenwart fortwirkend"ist eine unzulängliche Beschreibung der Tatsache,daß wir mit dem Perfekt Vergangenes besprechen, also inseiner Bedeutung für unsere Existenz aufschließen, statt es erzählend von unserer Existenz abzuschließen.

Thus the choice between the preterite or the perfectis entirely dependent on the speaker's attitude and hasnothing to do with time. One of the most obvious uses ofthe perfect is, of course, in direct speech, i.e. in thedialogue; here its essential subjectivity, its 'Ich-Bezogenheit' comes out most clearly. As a natural consequencethe perfect often takes on an emotional, emphaticcolouring as, e.g., in the following excerpts from conversations:

F.: Merkwürdig: seit dem Tag, an dem du zum erstenmaldort warst, ist der Ton deiner Stimme ein anderer geworden.

R.:Du warst doch mit mir dort, hast die Leute gesehen,mitlhnen gesprochen.

F.: Ja, ich habe sie gesehen, ich habe mit ihnen gesprochen, ihren Tee getrunken und ihre Zigaretten geraucht ihr Gebäck gegessen.- Was wir Brot nennen, 'nennen sie trockenes Brot; ...ist es nicht eine Gemeinheit, Brot trockenes Brot zu nennen?

But even where the emotional overtones are absent or less obvious the perfect invariably expresses the „existentielle Bedeutsamkeit“ of an event for the speaker and/or the hearer; thus it nearly always carries a certain weight and fullness of tone which makes it the ideal tense form in questions, asseverations, statements of fact:

K.: ...denken Sie an nichts anderes als an Ihre Pflicht. Hören Sie? Haben Sie gehört?

B. : Ich habe gehört. (B/298)

M.: Ist es wahr, daß ich ihm Brot gegeben habe?

E.: Ja, du hast es ihm gegeben. ...

E. : Warum hat er das getan?

M.: Ich weiß nicht, warum. Er hat es getan. ...

E. : Und warum bist du darüber erschrocken gewesen?

M. : Ich weiß nicht, warum. ... es überzeugte mich, wie mich noch nie ein Bekenntnis überzeugt hat.

The above examples are taken from a 'Hörspiel' by H. Böll with the significant title 'Bilanz'; husband and wife are giving an account of their lives, she is fatally ill and before she dies they talk about the past and look back on their long married life asking each other searching questions and making confessions in a last-minute attempt to find out more about each other and understand each other better. 'Sie besprechen ihr Leben', one might say with Weinrich, and in doing so they naturally use the retrospective perfect, 'die natürliche Form der Ichkundgabe' as H. Hempel describes it [3;28].

Another example is taken from M. Frisch's novel "Mein Name sei Gantenbein":

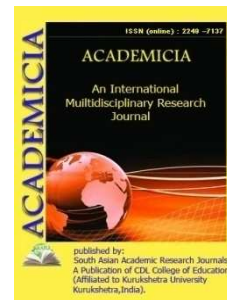
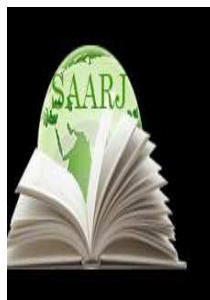
'Du', fragt sie, 'hast du das gelesen?' Sie denkt sich nichts dabei, wenn sie solche Fragen stellt. Sie tut das öfter, ohne daß sie Gantenbein auf die Probe stellen will. 'Ja', sage ich, 'habe ich gelesen.' Pause. ... Ich trinke . . . und warte. . . gespannt, ob Lila nicht plötzlich begreift, was ich eben gesagt habe; ich warte aber vergeblich, und da nichts erfolgt, wiederhole ich: 'Ja -habe ich gelesen.' Sie hört es einfach nicht. ... 'Lila', sage ich, 'ich habe dir etwas gesagt.' ... Endlich legt sie die Zeitung nieder, doch ihr Gesicht ist überhaupt nicht verwundert', 'sehe ich, sie greift bloß nach ihrem Whisky, um zu hören, um zu fragen: 'Was hast du gesagt?' Ich zögere. 'Ich habe gesagt', lächle ich langsam... '...ich habe gesagt, daß ich's gelesen habe.' - 'Findest du's nicht abscheulich?' Sie meint immer den Mord.

The perfect can be used when the author is not recounting events objectively, but if he is making himself felt in some way or other, e.g. by making comments or addressing the reader in person. Apart from this case the perfect does not occur in the narrative parts of the novel. The change from an introductory perfect to the narrative preterite is a transition from 'aktiver Stellungnahme' zu 'tätiger Teilnahme am Verlauf'.

The perfect after the short preterital interpolation signals the return of the speaker to her gloomy pondering once more she becomes involved in her subject and completely engrossed by the thought of a possible separation.

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APPLICATION OF HEALING HERBS IN DISEASES OF THE MUCOSA OF THE ORAL CAVITY (LITERATURE REVIEW)

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ABSTRACT

The article provides an overview of the literature data on the use of medicinal herbs in the practice of a dentist in the treatment of diseases of the oral mucosa. In everyday clinical practice, patients who seek dental care for diseases of the oral mucosa present one of the most difficult problems in dentistry due to difficulties in diagnosis and treatment. The problem is further complicated by the fact that so far no measures have been developed for the community-based prophylaxis of oral diseases. Over the past decade, the problem of prevention and treatment of chronic diseases of the oral mucosa has been given considerable attention by domestic and foreign researchers.

KEYWORDS: *Diseases Of The Oral Mucosa, Medicinal Herbs, Alternative Medicine, Dentistry, Herbal Remedies*

INTRODUCTION

In everyday clinical practice, patients seeking dental care with oral mucosa disease (OOM) represent one of the most difficult problems in dentistry due to the difficulties in diagnosis and treatment. The problem is further complicated by the fact that up to now no measures of communal prophylaxis of OCD diseases have been developed [2]. During the last decade, the problem of prevention and treatment of chronic diseases of the oral mucosa has received considerable attention from domestic and foreign researchers [17].

Disease of the oral mucosa (OOM) is an important section of therapeutic dentistry, not only for dentists, but also for doctors of other specialties. OSS reflects the state of many organs and systems of the body [3]. Hormonal imbalance can also cause mucosal complications [23].

Recently, the interest of dentists in phytotherapeutic agents has increased, which have many properties necessary for treatment, they are harmless and quite cheap, and their effectiveness is not inferior to synthetic drugs [1, 6]. In the composition of therapeutic pastes for the treatment of deep caries, a pronounced anti-inflammatory, antimicrobial, plastic-stimulating effect is exerted by: juglone, eucalyptus oil, and bergamis extract [10].

Phytotherapy in dentistry has been used since the inception of medicine, and is still a relevant method in the treatment of dental diseases [1]. For a long time in the arsenal of dentists there were only herbal medicines used in the treatment of a number of pathologies. In dental practice, the following pharmacopoeial preparations based on plant raw materials are used with great efficiency: maraslavin, sanguirithrin (liniment, alcohol and aqueous solutions), novoimanin, chlorophyllipt, etc. [7, 15].

In the treatment of infectious diseases of the skin and mucous membranes, a large arsenal of drugs is used. The most promising are preparations from biologically active compounds of medicinal plants with antimicrobial activity (tinctures, extracts, ointments), as well as low toxicity, mild therapeutic effect, and availability and low cost of raw materials [15, 21].

Unripe grapes are used for tonsillitis, stomatitis [19]. In modern scientific medicine, a decoction of oak bark is used as an astringent for diseases of the oral cavity - stomatitis, periodontal disease, bleeding from the gums, tonsillitis in the form of rinsing [7,8,16]. Experimental studies have shown that taking ginger root stimulates salivation [18]. Kalanchoe preparations are widely used in dental practice [14].

Tarragon liquid extract is used to improve appetite, treat stomatitis [9]. Randomized, clinical, controlled studies have shown that rinsing with rose infusion is effective in the treatment of aphthous stomatitis [20]. Water infusions of sage are used as an anti-inflammatory and bacteriostatic agent for rinsing with stomatitis, gingivitis, tonsillitis, periodontal disease [5].

There are various methods and preparations for the treatment of periodontal disease by direct action on the gums, allowing improving the blood supply and nutrition of the periodontal muscles, in particular, by acting on the gums and mucous membrane. For the treatment of periodontal disease, herbs are used plants that have an astringent, hemostatic, strong bactericidal and anti-inflammatory effect [8, 11, and 16].

In a significant number of patients with periodontitis, allergic diseases and other concomitant pathological processes are revealed, which sharply limit the possibilities of using antibacterial chemotherapy. Medicinal plant preparations are the method of choice. Oil solutions and suspensions of herbs (sea buckthorn, rosehip, polyphytic oil, carotene) have an anti-inflammatory effect, accelerate epithelization, therefore they are used in periodontology [9, 13].

The bactericidal and wound-healing properties of horsetail are used to treat stomatitis, wounds and skin diseases. On its basis, ointments, decoctions, compresses and products for external use are prepared [1]. The active substances, which St. John's wort is rich in, made it "a herb for 99 ailments." In official medical practice, they use both dried raw materials - St. John's wort herb, and medicines made on its basis. The plant is used for inflammatory diseases of the oral cavity (inflammation of the gums, tonsillitis, pharyngitis, stomatitis) [8,13]. St. John's wort infusion is used in the treatment and prevention of gingivitis and stomatitis, to eliminate bad breath and strengthen the gums [4, 9]. Chamomile flowers contain essential oils, including chamazulene,

terpene, sesquiterpene, sesquiterpene alcohols, cadinene, caprylic, nonyl, and isovaleric acids. In addition, chamomile extract contains apigenin, herniarin, quercimeritrin, prochamazulenmatricin, matrixarin, dioxycoumarin, triacanthan, taracasterol, choline, phytosterol, salicylic, nicotinic, ascorbic acids, carotene, glycerides of fatty acids, palmitic and oleic acids, azulene, bitterness, mucus, gum [11,13,16,21].

In general, the composition of chamomile provides anti-inflammatory, antiseptic, anti-allergic, astringent, healing, anti-spastic and analgesic effects. Flowers of *calendula officinalis*. Its antiseptic properties are superior even to medications such as streptomycin and penicillin; it destroys and inhibits the growth of staphylococci, streptococci, *Trichomonas*. If you rinse your mouth with calendula preparations, then in an hour all viruses will completely disappear in the oral mucosa, therefore the calendula preparation is used for the prevention of viral and infectious diseases, as well as for inhalation [8, 12, and 24].

Thus, analyzing the above, we can say that in the treatment of diseases of the oral mucosa, medicinal herbs can be used, which have a more gentle effect, practically having no contraindications. Such funds can show high efficiency in the preventive purposes of preventing mucosal diseases. They can also be combined with a systemic approach to treating diseases of the oral cavity.

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FEATURES OF TEACHING SPEAKING IN RUSSIAN LANGUAGE OCCUPATIONS

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ABSTRACT

This article deals with the training issues of speaking as a type of speech activity. The author gives the characteristic of speaking. The ways of overcoming speaking difficulties are considered. emphasis of language learning should be on developing the oral skills of military education cadets, the specificities of military service in the higher military education system must be taken into account, which create a number of problems and contradictions for studying the Russian language and developing their oral skills.

KEYWORDS: *Speaking, Characteristic, Foreign Language, Training.*

INTRODUCTION

In today's world of international education, impeccable Russian language proficiency opens up a wide range of opportunities for individual and professional development. In the higher education system, as in all spheres of society, a lot of attention is paid to the comprehensive study of Russian languages in accordance with modern requirements.

Studying the Russian language is carried through listening to spoken language. We all know how young children learn to speak. Before they say their first word, they listen to their parents speak and gradually get used to speaking. In contrast, learning Russian for adults is a little more difficult and requires purposeful practice.

In this regard, the Russian linguist B.V. Belyaev said: "If a teacher of physics demonstrates to students physical processes and phenomena, a chemistry teacher demonstrates chemical reactions; a foreign language teacher should demonstrate how to use a foreign language as a means of communication". [2, B. 82]

Currently, the spoken language activities (perception of speech by ear and oral speech) are the main priority for studying the Russian language, while reading and writing play a more supporting role.

As the main emphasis of language learning should be on developing the oral skills of military education cadets, the specificities of military service in the higher military education system must be taken into account, which create a number of problems and contradictions for studying the Russian language and developing their oral skills. Training at higher military education institutions is carried out in a closed form and is conducted in parallel with military service (internal service, guard duty, guard duty, formation training, shooting practice, etc.). These factors have an impact on the acquisition of full knowledge, increasing the effectiveness of training.

Teachers of the Russian language are ready to make changes in their practical activities, applying new teaching methods in order to improve the quality of teaching and cadet knowledge, and are certainly aware of the need for these changes. Russian language teachers today face such important tasks as the formation and training of cultured, educated officers who know the Russian language. Attaining this goal can be achieved with a high level of motivation to learn a language, because motivation is the only driving force behind the learning process.

The teacher's ability to speak the target language during the lesson is an important tool for developing learners' speaking skills in Russian, but it is also insufficient. In addition, to learn to speak Russian, they will need the following factors:

- a) Constructions sufficient for speaking;
- б) Certain lexical resources, grammatical knowledge needed to construct a sentence;
- в) Mastering their pronunciation so that they can understand and say what they hear.

Key words and phrases or key ideas can be written down in the form of a plan for a particular dialogue or text to make it easier to speak. It is also important to compare what is said with the text. An effective way is also to record what is said in order to compare it with an audio or video recording.

Another alternative way to develop the ability to speak Russian is listening. In order to master the ability to listen and speak Russian fluently, you need to listen to many audio and video materials in Russian, such as dialogues, thematic texts and audio narratives, and listen to them repeatedly from time after time. When listening to audio and video materials, it is advisable to read subtitles. Reading subtitles, repeating and listening to them while imitating the pronunciation of the images is very effective. In this way you can study any topic and practice Russian pronunciation at the same time.

Speech activity refers to "internal activity". The process of "thought formation and expression" is as active as the process of understanding written and spoken speech, and requires thinking and understanding [3, c.43].

However, in the classroom, cadets talk more with the teacher's participation, which is not the right thing to do. Teachers should try to get cadets to express their thoughts, reflect on a particular topic, defend their opinions and pay more attention to speech development in the classroom.

In the process of applying various teaching methods and techniques in the classroom, it became clear that learning a foreign language in an artificial language environment can improve the quality and effectiveness of learning by using only play-based methods. The advantage of this is,

firstly, equality in the game for all participants, and secondly, the participation of cadets who do not have a firm knowledge.

Dialogue-based learning is closely linked to critical thinking. Communicating with cadets in class helps to increase their interest in the subject, broadens their outlook, enhances their general culture and, most importantly, contributes to a deeper understanding of the material being studied. The use of dialogue in the classroom helps cadets learn to listen to each other, present information and analyse it. Through communication, cadets will have the opportunity to learn through their interactions with each other.

Working in groups is more effective in the learning process, because it takes place with the active participation of the cadets themselves and the knowledge gained during this process is stored longer.

The psychological barrier to learning in groups also disappears; cadets become more assertive and believe in their own opinions. By working in groups, cadets successfully overcome the language barrier. Creating a communication environment contributes to the successful achievement of goals.

When organizing work in groups, it is necessary to take into account the abilities of each cadet. Tasks within the group should be accurately allocated. Perhaps a cadet with low motivation to learn a language should be given a responsible role. This will give them the opportunity to demonstrate their knowledge, to learn how to form sentences correctly, to learn the meaning of new words and expressions.

The process of composing sentences and using them in speech is very difficult for cadets due to lack of vocabulary. When during communication the question "Why?" comes up, cadets are immediately confronted with difficulties because the question prompts reflection. In order to implement this in Russian, they will need a sufficient number of phrases. Cadets should be given the opportunity to express their opinion, even if it is grammatically incorrect. Cadets need to understand the problems they face and how to overcome them while speaking a foreign language. Only when they themselves understand this can positive results be seen. But, of course, teachers need to be able to guide the cadets properly.

Exercises are central to the learning of any activity. The acquisition of speech skills refers to the process of completing an exercise involving speech events, ranging from simple units of small volume to complex texts of large size. All of these constitute a set of exercises. Preparatory and speech exercises perform the tasks of building, developing and improving speaking skills and competences. They are usually referred to as training exercises.

In this article, we can get acquainted with the program for developing conversational skills. Each task takes three days to complete. Before moving on to a new task, the task you have learned should be repeated again. Initially, the training lasts 15-20 minutes, then-1 hour. By repeating the program 2-3 times, we can observe the effectiveness of the training.

1. Exercise «Increasing vocabulary». You will need a text and a dictionary for the exercise. The task is to replace the words in the text with synonyms. For example, replace adjectives in the text with synonyms. A single word can be replaced by a phrase or a combination of words. The same can be done with other parts of speech. At the beginning you will need a dictionary, but later you

can do without one. This course increases the richness of the cadets' passive vocabulary, as well as their knowledge of foreign and native languages.

2. Exercise «Telling with keywords». To do this, select five unrelated words. These words can belong to different parts of speech, with the participation of which a small text is compiled and read aloud. Each story takes 3 minutes. This task develops the cadets' imagination and logical thinking.

3. Exercise «Talking to a mirror». The story from the second exercise can be repeated in front of the mirror. First, without gestures, then with them, you should repeat the story in front of the mirror. It is necessary to determine which gestures correspond to the text. This exercise teaches gesture control.

4. «Telling with keywords» second exercise. This exercise is no different from the second one, only instead of five words, you need to choose ten.

5. Exercise «Listen to you». The sound is recorded using a Dictaphone. This exercise will help to identify gaps and successes in your pronunciation. You can self-evaluate yourself on two criteria by listening to the recording: whether you like your speech; (in your opinion) whether others like your speech. When working with a Dictaphone, you can use fiction texts and poems. You should first read the texts and then tell them. Words that are difficult to remember can be written down in a notebook.

6. Exercise with a conversationalist. You will need an conversationalist to develop your dialogical skills. The topic for the conversation should be chosen in advance. The main task of this stage is to interest the conversationalist in the topic of the conversation and draw attention to the conversation for five minutes. If the conversationalists have held several short dialogues on this topic, the task is considered completed successfully.

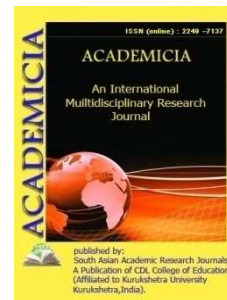
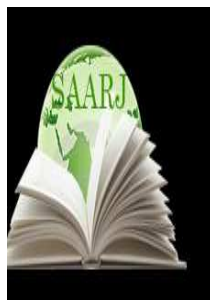
Practical assignments teach cadets to communicate fluently in Russian, and regular use of new reading approaches helps cadets develop their speech.

Despite the fact that these steps are a process that requires continuous work, repetition and a lot of time, the result achieved will definitely be effective. After all, as in any field, it takes relentless and serious work to achieve maximum results.

It is appropriate to apply the words of Confucius: «It is not important to go fast, it is more important to go without stopping».

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DEVELOPING SPEECH IN THE PROCESS OF WORD-BASED EXERCISES

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ABSTRACT

This article deals with the developing speech of school learners in the process of word-based exercises. In this article, we focus on word-based exercises in the primary schools of the Karakalpak and Uzbek languages. Increasing children's vocabulary in this type of exercise is not the same as developing speech on this basis. It has its own objective and subjective reasons. We analyzed the word-based exercises in the textbooks "Ana tili" (Mother Tongue) of the 1st and 2nd grade for primary school learners. There are 11 types of exercises which provide for speech development, we focus on expanding these opportunities.

KEYWORDS: *Word-Based Exercises, Karakalpak Language, Oral and Written Speech, Mother Tongue, Dictionary, Pronunciation, Spelling, Memorizing.*

INTRODUCTION

It is a well-known fact that lessons in the mother tongue in the primary grades should be aimed at developing learners' oral and written speech. This is both a requirement of the curriculum (NES) and the national program. Therefore, educational activities in this area should be rationally and skillfully incorporated into the types of exercises and activities performed at all stages of teaching and should be carried out consistently based on the principle of continuity. The exercises performed in the example of words should to some extent serve as a basis for the organization of work in this direction. Obviously, only if the vocabulary is actively used, the needs of oral and written speech development can be met, and the lexical aspect of communicative competence can be formed. The learner must be able to memorize every word, pronounce it correctly, write without mistakes, compose sentences with his participation, and for this he must practice at the level of quick memorization. We imagine the effect of dictionary work at this level. There are many types of work on the dictionary[1]. In this article, we will focus on one type of this work - word-based exercises. Increasing children's vocabulary in this

type of exercise is not the same as developing speech on this basis. It has its own objective and subjective reasons.

METHODS AND MATERIALS

There are a lot of word-based exercises in textbooks. To give the teacher a clear idea of their quantity; we give the following numbers in the example of 1st and 2nd grade textbooks [1]. 79 word-based exercises in the textbook “Ana tili”(Mother tongue)for the 1st grade with Karakalpak language of instruction, 68 in the 2nd grade textbook; There are 66 textbooks in the 1st grade “Ona tili” (Mother tongue) and 83 textbooks in the 2ndgrade of schools with Uzbek language of instruction. There have been no major changes in the amount of exercise in the post-2017 editions of the textbooks. This amount makes it necessary to effectively organize the phase of the lessons associated with performing such exercises. Because the word is a building material, it also creates certain opportunities in the development of oral and written speech: vocabulary work is continuous, creates important situations for word combinations and speech formation, opens the way for speech exercises.

The more vocabulary a person has, the less lexical difficulty he has in expressing his thoughts. The poor man says, "Oh, what's the matter?" And reveals that he can't find the right word; Word poverty stems from poverty. Therefore, primary school students should speak as much as possible in their native language and reading lessons. Words are used at the beginning of the exercises to reinforce the theoretical concepts being taught. Because words have the convenience that comes from being concise in identifying and explaining linguistic phenomena; On the one hand, when language work is done without being distracted by other concepts, on the other hand, words play an important role as a building material for speech development. A study of word-based exercises in the textbooks “Ana tili” and “Ona tili” (Mother tongue)of the 1st and 2nd grade for primary school learners in 2010 and later showed that the conditions for word-based exercises were varied. Depending on the relationship, we have chosen to summarize as follows:

1. Adding a sound-letter, dropping a sound-letter, changing the sound-letters; compare words and say their differences, say (identify) letters that change meaning; (saying that one word has become another word); to say which words can be mistyped.
2. Ask students the meaning of unfamiliar words highlighted in the exercise, asking them to remember their spelling.
3. Reading words and identifying (separating) the underlying language phenomenon (e.g., sound-letter or sound-letter), underlining; determine the phonetic structure of a word (including syllables); dividing words into syllables; conjugation of words; to pronounce a sound, a syllable, a word (correctly) in a word.
4. Replace dots (in an empty cell; where dropped) with a vowel, a word, or a copy.
5. Checking the written words, including the use of a dictionary; write words in alphabetical order; remember to spell the given words.
6. Say the name of a person or object based on the picture (pictures);
7. Comparing the pronunciation and spelling of words, saying the difference; to say how the sound at the end of a word is pronounced; adding a vowel to the end of a word, dropping the vowel at the end of a word, saying changes; to say consonants that do not match the spelling.
8. Questioning the word; grouping words using a questionnaire; to say what the words mean; to say which words mean action.

9. Saying why words are written in lowercase and uppercase letters; write the names and surnames of family members; write place names.
10. Make sentences from words, start a sentence with a capital letter.
11. Saying words related to a topic (e.g. the name of things in the classroom).

RESULT AND DISCUSSION

Considering the opportunities that the types of exercises listed above provide for speech development, we will focus on expanding these opportunities.

I. Exercises related to changing the sound structure of a word can be called stimulus exercises. They give learners the idea (conclusion) that both adding and dropping a sound-letter to a word, as well as dropping and changing sounds, can turn one word into another. Also, through stimulus exercises, children gain an understanding that each word has a specific sound-letter structure, and that words can sometimes differ from each other by one or more sounds. In this regard, to read words that differ at the expense of a sound-letter, to pay attention to their meaning; reading and copying sounds by adding letters to letters; find words that differ in one sound to the given words; underline the letter that changes the meaning of the word; read and say which letters the words are distinguished by; tasks such as saying two to three words that change meaning with one sound are also important.

It should also be noted that in most of the actions like the above, one word becomes another word, but the resulting words may not be in our dictionary. For example, let's skip some words: *dala -dal, dunyo -dun, kalta -kalt, dara -dar, havo -hav*. In our language, there are no words *dal, dun, kalt, dar, hav*.

This means that students' previous conclusions lose their validity. When they have another idea that a new word may not be formed if the vowel at the beginning or end of some words is dropped, the teacher introduces the learners to the following conclusion: when a sound is added to a word, in some cases a new word does not appear because it is not in our dictionary. Usually, when one word becomes another, the image of things also changes in the inner vision.. Such an exchange does not take place unless a new word is formed.

There are also words that do not change their meaning even though the sound in the pronunciation is dropped. Such incidents are regulated to a certain extent. For example, at the end of a word, sometimes the consonants *d* and *t* are written, even if they are not pronounced: *darah -daraht, g'ish - g'isht, go'sh - go'sht, balan - baland*.

This situation further expands the previous knowledge of the students: if the sound of some words is dropped in pronunciation, the word does not change, and in writing the same sound is restored.

Sometimes adding a vowel to the end of a word and, conversely, dropping that vowel is aimed at understanding and mastering the situations in which one consonant is replaced by another (voiced or unvoiced) consonant. For example: *etak - etagi, qishloq - qishlog'i*. Even in such changes, the phenomenon of word formation is not observed.

Exercises that require you to identify and underline a sound that turns one word into another make you accustomed to comparing words and observing differences in sound and letter

structure. As a result of such actions, the learner discovers words that are separated by one, two, three sound-letters.

It is also worth noting that children often come across words that differ in one sound in poetic verses. In this case, the rhyme is often formed by choosing letters with different sounds at the beginning of the word: Qorli tog'lar turar boshida, Gul vodiylar yashnar qoshida (H.Olimjon). (Snowy mountains at the beginning of the settlement, Flower valleys at the beginning of the spring (H.Olimjon)).

The possibilities of stimulus exercises to increase learners' vocabulary at the expense of new words are not the same. Because such exercises are mostly based on familiar words, the time allotted for the exercises is also limited, and all attention is focused on completing the task. For example, adding a sound-letter to a word turns it into another word. But, firstly, there are not many such words, secondly, it is possible to add a sound to a word and turn it into another word, thirdly, to drop the consonant at the end of the word without creating a new word in our language, to restore it in writing, as well as in the last syllable. Although there are not many cases of dropping flour, there are. The implication is that it takes time and effort to add a sound to a word, to warn that dropping a sound from a word can turn it into another word, and not to overwhelm students with such exercises.

In addition, new (unfamiliar) words are rare among exercise materials. In other words, the vocabulary of learners during this period is slightly enriched at the expense of new words. In most cases, the work on the word is not connected with the exercises related to speech, narration.

II. Working on an unfamiliar word is the same way to cultivate speech. There is only one exercise in the textbook "Ana tili" (Mother Tongue) for the 1st grade, that asks if you know the meaning of the word *dilbandi*. In fact, there should be a lot of such exercises. Following his example, the teacher can ask him any word he wants.

Naturally, the vocabulary of 1st graders is now a period of rapid formation. It is clear that they do not know certain words. It is therefore helpful to ask them from time to time the words they are supposed to not know. Such exercises lead to vocabulary work.

If the learner does not know the meaning of the word, the teacher explains it. With this, the word is not mastered, but there is a reason to return to it often.

It should be noted that there are many exercises for memorizing the spelling of words given in the textbook "Ana tili" (Mother tongue) of the 1st grade. But it is impossible to memorize the spelling of the separated words by reading them once or twice.

III. Exercises that serve to draw learners' attention to the sound and letter structure of words are extremely important in improving written literacy. Exercises that require finding and pronouncing a sound in a word, explaining what sound a letter consists of, are among such exercises. Because students mispronounce the sound because they can't imagine the sound content of the word, they make mistakes in writing. To prevent this, it is advisable to teach children to identify what sound-letter a word (a word that most students make a mistake) consists of. Such exercises help to form the pronunciation and spelling standard of the word under auditory control.

When words with difficult pronunciation and spelling are encountered, it is better to not only find the required sound-letter, but also to analyze the sound-letter structure[2]. To this end, it is necessary to recommend such words as *oyla*, *fahr*, *husn* (*family*, *pride*, *beauty*). Otherwise, the main goal of the exercise will not be fully achieved. Words that are not difficult to pronounce and spell are very handy for sound-letter analysis. Such exercise materials are only needed to form initial analytical skills. But as the skill begins to develop, it is necessary to switch to words that are difficult to spell.

During the exercises, it is important to divide the words into syllables, to separate the syllables into syllables with the need to move the syllables. Dividing words into syllables allows us to draw attention to their phonetic structure and thus continue to work on pronunciation and spelling [2]. Even in the process of mastering the rules of syllable translation, the process of analyzing the sound and letter structure of the word does not stop: reading words and adding syllables; copying words that have a consonant; one consonant is used to identify words that occur between two vowel sounds, the first syllable is used to identify words with a vowel, and the bottom of the letter a (the same syllable) is underlined.

As attention to the content of a word increases, its meaning takes a back seat, and formal symbols — letters, their pronunciation and spelling — take precedence.

It is important to pronounce a sound, a syllable, a word without mistakes in the word whose content is being analyzed. For example, learners tend to pronounce certain words with speech-specific changes. Sometimes the letter *i* in the word *oyla* (*family*) is pronounced as *yi* (*oyila*). There are many such words that can be partially changed in pronunciation. In such cases, it is useful to pronounce the sound-letter, syllable or word itself correctly, organizing it at the level of practice.

Involving new (unfamiliar) words in exercises based on the study of the sound-letter structure of a word allows them to be directed towards speech development. It is also necessary to complicate the conditions of the exercise with the task of composing 2-3 sentences. In such a situation, in addition to the thorough mastery of language phenomena, significant results are obtained in speech development.

IV. Exercises that require reading and copying words by substituting the appropriate sound-letter for a dot (dots) to develop a learner's ability, to recognize a word with a missing or indefinite letter according to its content, and to self-check whether a known word is spelled correctly or incorrectly, finds its expression. In strengthening the pronunciation and spelling of a grammatical form, exercises are used with the task of copying by adding the corresponding syllables (suffixes) to the words (instead of dots). This involves selecting one of the phonetic and spelling options of the appendix.

Assignments such as the following encourage students to observe and think independently:

- Write six words using the letters in the cells; to tell how the structured words differ from each other;
- pronounce and move the vowel in the first syllable of words, for example, the sound a; check the words that are formed; to say where the word can go wrong.

No matter how important the above types of exercises are, the main drawback is that familiar, well-mastered words are often used as exercise material. Hence, these types of exercises also serve to a lesser extent to increase children's vocabulary, not helping to develop speech as expected because they are less associated with sentence construction. It is advisable for the teacher to enrich them with as many new words as possible.

V. Checking learners' written words, including the use of a dictionary, is an important factor in improving spelling literacy. This work is combined with the task of memorizing the spelling of words. But using a dictionary is hard work. To do this, children need to be able to write words in alphabetical order, knowing the alphabetical order, looking for the desired word in the dictionary. So, first of all, it is necessary to work on teaching the use of the dictionary.

VI. Reading the word under the picture is considered reading with understanding the meaning of the person or object depicted in it. In this case, when reading a letter with an associative connection with the meaning of the word and its phonetic structure, the word with a familiar phonetic content is remembered, and the omitted letter is determined in this way. The child's memory of the word is realized in his imagination, albeit vaguely, through which he remembers the image of the object. When a new word is given under a picture, the learner learns it by seeing and pronouncing the sound-letter structure. Naming who or what is depicted in the pictures should play an important role in increasing learners' vocabulary. But for this to happen, words should not be given at the bottom of the pictures: if the reader is in a position to memorize the words as they are in the speech process, the words become active. Conversely, when words are placed under pictures, the reader does not have to search for them in his memory.

VII. Typically, learners write words the way they are pronounced. They have a special role in improving the spelling literacy of this type of exercise, which is performed in order to develop initial skills, to create an understanding that words can be pronounced differently in pronunciation, and in writing should be written as indicated in the spelling dictionary. Understanding that the exercise is written with the appropriate letter with the pronunciation of the sound is highly effective if done on the basis of explanation in different situations, i.e. independent thinking.

VIII. Questioning words serves to understand grammatical meaning. If the person expressing the word has a lexical meaning of the object, the interrogative word refers to the grammatical meaning. For example, what if the pen is one of the writing tools in the lexical sense? The fact that the answer to the question indicates that the horse belongs to the word family. Hence, the interrogative word directs the reader's attention more to the grammatical meaning rather than to the lexical meaning. Some interrogative words do not require a grammatical form, while others (mainly action denominators) refer to the word form. For example, what is he doing? - looking (pointing to the modern form), what did he do? - as if looking (pointing to the past). Knowing how a word will answer a question opens the way to mastering functional semantics. Exercise in this respect will have the character of speech development.

Saying what the words mean; saying which words mean action is also done on the basis of grammatical meaning based on the interrogative words. Students classify words into word groups based on these meanings. In other words, functional semantics is activated here as well.

IX. Saying why words are written in lowercase and uppercase letters; write the name and surname of family members; exercises that ask you to write place names prepare students to

master famous horses. Knowing first and last names, place names is more spelling related. The most difficult thing to do in word-based exercises is to name and write the person's first and last name, place names. It is known that names in the family are often pronounced incompletely (abbreviated): *Guli, Dili, Bakhti*, etc. It is planned to write them in full in the native language lesson. When we asked the class to write independently the name and surname of the classmate in the same row who was sitting in which row, no student could write them by mistake. Similarly, an exercise in which students are asked to write the names of cities, villages, neighborhoods, and streets that they know is performed with great difficulty.

There are similar difficulties in naming the children depicted in the pictures, as well as in naming the professions of the individuals.

X. Speech formation is an important factor in activating words and developing speech. However, most word-based exercises in the textbook "Ana tili" (Mother Tongue) for the 1st and 2nd grade require the use of ready-made words. There are many exercises in the textbook "Ana tili" (Mother Tongue) for the 1st grade that require you to use each word in a sentence. When words are ready to be used to make a sentence (to use, to replace dots, to connect one word to another), it becomes unclear what students will learn, what they will acquire. What is clear is that as children look at a word, they pay attention to its meaning, to being able to combine it with other words. The semantic interconnection of two words is based on semantics. Exercise is sometimes like talking about scattered words in one way or another. But since the words are in sequence, there is no need to sort them.

Some learners speak very slowly, thoughtfully, because they speak less. They still have the ability to memorize the appropriate condition in the process of composing a sentence. Children who talk a lot will begin to develop the ability to memorize words they use a lot in their speech without much thought. In our opinion, children who are less talkative by nature should also practice enough to speak in this way, so that they can find in their own memory, not among the words that are given to use words to replace dots. Hence, it is necessary to reform the exercise materials and create situations that require more independence. This work slows down the performance of the exercise, but it is natural that the effect be high.

XI. Exercises that require memorizing and writing words belonging to a thematic group help to develop the student's ability to memorize words in memory. For example, a student who is tasked with naming things in the classroom is expected to say words such as table, desk, blackboard, chalk, book, notebook, and many more. Among the words given in the textbook "Ana tili" (Mother tongue) of the 1st grade, there is a wide range of exercises that require first to move to one topic, and then to another topic.

CONCLUSION

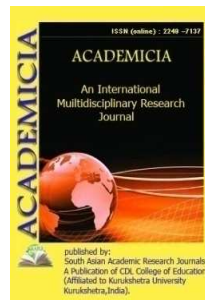
Saying words on a topic allows you to formally activate words on that topic. This is the first. Second, words read separately (without being combined into a topic) in previous exercises are now classified by combining them into a topic. Third, these words are repeated. Memorizing words allows you to write without mistakes with some preparation. Such exercises serve to improve students' spelling literacy.

Thus, according to the fact that education is provided in the textbooks of the primary schools "Ana tili" (Mother tongue) of the Karakalpak language, education in schools of the Uzbek

language “Ona tili”(Mother tongue), word-based exercises are performed in almost every lesson. However, in order to increase the vocabulary of students and to ensure the importance of such exercises in the development of oral and written speech, it is advisable to enrich the assignment conditions with the types of work recommended above, taking into account some observations.

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PHONOSEMANTICS OF WORKS BY JIYENBAY IZBASKANOV

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ABSTRACT

The phonetic method of expressing expressiveness is the most versatile method used in speech more productively than other methods. Phonostylistics refers to methods of using the stylistic possibilities of speech sounds to increase the efficiency of speech, phonosemantics studies the relationship of sounds in speech with meaning. This article examines the phonostylistic and phonosemantic differences in the use of sounds in the works of the poet J.Izbaskanov. Skillful and appropriate use of sounds in a word gives the word additional meaning, making it effective and under stable.

KEYWORDS: *Phoneme, Phonosemantics, Phonetic Topes, Positional Change Of Sounds, Combinatorial Change Of Sounds, Ancop, Apocopy, Fainting, Haplology, Aparesis, Elysia, Epethesia (Austesia), Anagram, Verlan, Logogryph, Amphibolia, Calambur.*

INTRODUCTION

Words consist of sounds, and sounds affect the meaning of words. Changing one sound in a word changes the meaning of the entire word. In the field of phonosemantics, the meaning of sounds in a word, in speech, their functions in the formation of additional values, dimensionality and rhythmicity of a series is studied. The article reveals the phonosemantic differences in the works of J. Izbaskanov.

The phonetic factors of artistic text need to be analyzed in relation to the semantic and compositional structure of the text, and not separately. Sounds become functionally significant only when they are used in a word that is a lexico-semantic unit.

Therefore, the position, offset, and positional changes of sounds go to the word. In the artistic text, words, combining into certain groups according to the structure of sounds, interact with

each other. In some cases, connections based on a phonetic structure can be stronger than grammatical (syntactic) [1:27].

Changes in speech sounds occur in two ways:

1) Positional change of sounds; 2) combinatorial change of sounds In case of positional change of sounds - sounds in speech undergo changes depending on position (beginning of word, middle of word, end of word) [4:88]. Such changes were used in the poems of the poet J. Izbaskanov.

FOR EXAMPLE:

It is necessary to be tolerant of strings, (True Love has Patience)

And there is no open resolution. (And to the person in love is not tolerated) [6: 80].

In these lines, the sound “ж” at the beginning of the word is positionally replaced by the sound “й”. This is due to stylistic requirements, and the poet uses this method to most strongly express the inner feelings of the lover.

Why don't I wait, (Why don't I wait)

ийнетимнің лап ийұасын! (Thousands of fruits of their labor)[6: 351]

In these lines, the sound "е" at the end of the word "мийёе" is replaced by the sound "а." The poet, with the help of this technique, forming an idea of the variety of words, gives them a paronymic character.

Combinatorial change in sounds refers to a change in a certain sound as a result of exposure to another sound during speech.

Сондай бол усар болсаң, (Be like that if you look like that)

Жұлдызлар шоғындайсыз (To a cluster of stars) [6: 110]

In these lines, due to the attachment of a possessive affix to the word "шоқ" the sound "қ" becomes the sound "ғ."

With a positional change in sounds in poetic phonetics, based on aesthetic taste, various emotionally expressive meanings are formed.

Positional change of sounds includes such phenomena as anacopa, syncopa, apocopa, haplology, and combinatorial change of sounds - aphoresis, elision. In the works of J. Izbaskanov, these phenomena were used from the point of view of poetry to ensure rhythmicity, and from the point of view of semantics they performed a stylistic function, expressing various feelings.

ANANCOPA is a sound drop out in the analaut position of a word [4:95].

Сырдың арғы жағында (On the same bank of the Syr Darya)

Сулыұ көрдим бир әсем. (I saw one beauty like this) [6: 341]

In these lines, the sound of "х" in the analaut position of the word "хәсем" falls out, here the poet expresses his feelings for the Kazakh girl on the other side of the Syr Darya River, mixing the word in the Kazakh language with Karakalpak words. As a result, the lines are both rhythmic and emotional.

АРОСОPE - the change of a word as a result of a sound falling out or several sounds in the auslaut position [3:27].

- Жийенбай шайыр, **Ташкентге** (Jiyenbay poet, you are to Tashkent)

Пах, қыдырдың, ал, бардың!?... (Well, you went, so you went!?) [6: 510]

Қонса бундай **бақ** қусы, (A bird of happiness would sit on my head)

Мурадыма жетер-ем (I would have achieved my goal) [6: 487].

In these lines, the final sound "т" in the word "Ташкент," and the final sounds "ыт" in the word "бахыт" fall out, here the poet shows communication, conversation with a lyrical hero. As a result, he manages to establish a close relationship with the listener (reader?).

Сынсopa is the occurrence of a syllable or sound in the inlaut position of a word [3:184].

Бийғам өстим нәр алып, (I grew up without sadness)

Бийхабар **ем** олардан (I did not know grief)[6: 405].

Кеткен менен «қырыңлап» ол (When she passed by)

Үмитлендим сонша **кеп!** (I did not lose hope)[6: 557]

In these lines, the inlaut sounds of "ди" in the word "едим" and the inlaut sounds of "ли" in the word "келип" fall out, and the poet with the help of this method seeks to communicate and get closer to the reader through spoken speech. And also a poetic rhythm is built here.

HAPLOLOGY - falling out in the word of one of two identical or similar syllables that follow each other [4:96].

Сомса, шашлык, пиво да (And Somsa, and barbecue, and beer)

Әпер дейип қыйнайды! (Demand that they be taken)[6: 511]

Апарың да жақын жылғаға, (Take to a close ravine)

Ғарқыратып оны шалыңдар. (Cut down her throat until it snaps)[6: 571]

In these lines you can see the fall out of one of the sounds "п" and "б," which were supposed to go in parallel. Thus, in the poem, the protagonist speaks in his own words, creating simplicity of lines. This makes the content easy to perceive.

Combinatorial sound changes also purposefully perform a stylistic function in oral and literary styles. Here are some examples;

АFARESIS – in two consecutive syllables, a change or disappearance of the anlaut sound of the second syllable under the influence of the auslaut sound of the first[4:96].

Қурып берди шымылдық, (Installed a screen)

Өткөншекти шайқады. (Swings the swing)

ЕТЕҒОЙСа қыңырлық (If it starts induging)

Хәтте хәйийү айтады (Even the lullaby will sing)[6: 465].

In these lines, under the influence of the word "ере," the sound "к" in the word "қойса" was replaced by the sound "ғ," thereby the poet conveys intonations of children's speech. This is a children's poem, which reveals the importance of emotional attitude towards the child (caress, indulge the child).

ELISION is the elimination of the final sound (s) in a word, at the junction with the initial vowel of the following word [4:99].

Пүтин ашылысып айырым **йақлары**, (Sometimes the soul is plowed)

Желқомдай жеңилтек болыуың неден? (Why easy, like a sailboat)[6: 377]

Here you can notice the occurrence of sounds "ыт" in the word "йақыт" when connecting a plural affix to it. These lines are taken from the poem "Шайырық" (Poetics), in it a lyrical hero, puzzled by the nature of poetics with the help of rhetorical questions establishes an oral dialogue with him and expresses his internal experiences.

In speech, changing the meaning of words is influenced not only by the dropout of sounds, but also by the addition of sound. One such phenomenon is epithesis (austesis). Epithesis (austesis) - a phonetic phenomenon, the addition of sound (sounds) at the end of a word [4: 99].

Перийлері бир-бир қыя бакқанда, (When beauties throw a languid look)

Тарқап кетер шері қарақалпақтың. (All arrogance will go away from Karakalpak)[6: 331]

Here at the end of the word «пері» the sound «й» is added, thus the poet gives the phrase additional meaning, demanding attention to this word.

In the poet's works, the use of double (doubled) consonants is also found. For example:

Сени деп, бул күнде қәдириң өткен қыз, (Because of you, oh my unattainable)

Он **сәккіз** жасыма қайтсам деп едим..? (I wish I could go back to my eighteen years?) [6: 286]

Here, the double consonant "k" is used in the word "сәккіз." If the use of the same sounds provides the musicality of poetic lines, then the replacement of sounds provides the expression of the poet's internal feelings in different ways. Thus, we can call these phenomena phonetic tropes.

Various artistic expressive means associated with the arrangement of phonemes (letters) in the text are phonetic tropes. [2:201].

Stylistic capabilities are strong in the variety of sounds reflected by phonemes. In other words, where there is a choice of speech sounds, there is a stylistic color. Those authors who fully understand the nature of this phenomenon strive to make the language of their works rich and diverse [5:9]. The poet J. Izbaskanov is one of such poets; he thus tried to ensure the artistry of his works and effectively used phonetic tropes. One of them is an anagram.

ANANAGRAM is a word or phrase composed by permutation of letters in a word. [3:21]. For example:

Ах шегиуин – шууылдыларды, (And oohi, and ahi, and surf noise)

Айтып берер еді **уқшатып** (He conveyed exactly-to-exactly)[6: 482].

In these lines, the sound "с" in the word "уксатып" was replaced by the sound "ш." The poet writes about how a guy named Abuhayat tells the story of a guy whose name is Choral, using a kind of jargon. Thus, he was able to impress the reader, expressing his proximity to his hero.

Өрманда қалдырған **йүзлери** гүл-гүл, (I can only dream of your beautiful face)

Неттим? – гүлзарыңнан жолым өтпеди. (What can I do? - I did not have to pass through your flower garden ...) [6: 339]

In these lines, the sound "ж" in the word "жүзлери" is replaced by the sound "й," and in this elegy about love, the poet's goal is to express the unearthly beauty of the girl most strongly.

Ижод үйи **йигиттиң**, (Creativity allowed gentleman)

Жемегенин жегизди. (Have whatever he wants)

Қорықтым жер деп десертке (I was afraid that he would eat for dessert)

Қасындағы семизди. (Fat man who is nearby)[6: 512]

In these lines, the sound "ж" in the word "жигиттиң" was replaced by the sound "й," which added irony and ridicule to this word.

Сәлем-әлик...Рет пенен (Greetings... Then, with its cherard)

Саўға-**салам** берилди. (Gifts were distributed) [6: 515]

In these lines the sounds "э" and "е" in the word "саўға-сәлем" are replaced with a sound "а". The poet used this technique to present his condition to the reader when he went to a wedding in the city of Tashkent. With the help of this phenomenon, he speaks about the atmosphere of conversation, about the attention that was paid to him.

In poetry, another of the phonetic expressive means is used - **verlan**. This is a kind of phonetic phenomenon that is formed by rearranging syllables in a word, and is effectively used in youth slang. [2: 203].

If you fly, (You burn a loved one)

Ышқ отында кескилеп, (In the Flame of Love)

Бәлким, гина тақарсаң, (Maybe you'll blame me)

Теңеулерим ески деп. (The fact that the comparisons are my old)[6: 396]

Қыз қыялын **яндырып**, (Inciting Girl's Thoughts)

Ышқы дәрти қыйнаған. (Torturing love intrigues)[6: 98]

The syllable "жа" in the words "яқарсаң" and "яндырып" in these lines is replaced by the sound "я". This, firstly, ensured the soundness of these sounds, and secondly, the poet with the help of this phenomenon gives words an emotionally expressive color.

Another of the phonetic expressive means is the logogrif. **Logogriff** is a kind of verbal repetition associated with the repetition of sounds, in which the number of sounds in the source word or phrase gradually decreases. [2: 207].

«Пыр-р» еткен торы ала **ғаз екен** (The goose took off with noise)

Кеўилге унар бенде **аз екен.** (There are very few people close to the heart)[6: 232]

As can be seen from these lines, the repetition of almost identical words is used to create a parallel rhythm, but the repetition in the second line is reduced by one sound compared to the first line. This, in turn, ensured the artistry of the work.

AMPHIBOLIA is a phonetic phenomenon that generates ambiguity and lexically comes from omophones. In this case, almost the same words have two different meanings. [2: 208].

Ерир емес ондағы **бир сен,** (One ice girl does not melt there)

Жубанышым екенсең **билсем.** (Turns out you're my welcome)[6: 36]

Хәтте Орфей **болмаған сол,** (Even Orpheus could not become him)

Қолда тарың **болмаған соң,** (Since he did not have strings)

Өзиң болып қалған - жақсы! (It is better to be yourself)[6: 326]

Although the words "бирсең" and "билсем" and the phrases "болмаған сол" and "болмаған соң" in these lines are different in spelling, their pronunciation is noticeably the same sound, but these words, which sound the same, have different meanings. This, in turn, ensures the artistry of the work.

Amphibolia becomes an artistic expressive means only when it is based on a calambur. **CALAMBURS** used in ironic, satirical lines, giving them a humorous character. Calamburs a joke based on the comic use of words that sound similar, but different in meaning. [3: 106].

It was a pity that we were nothing, **(We took a goat on our head)**

Early in the morning, they said, "Get up!" (Get up in the morning, well, get up)[6: 246]

The day of the kiss without the old woman, (What a life a man without an old lady

Let the language of the bar be destroyed! ... (And who has her - with a long tongue)[6: 246]

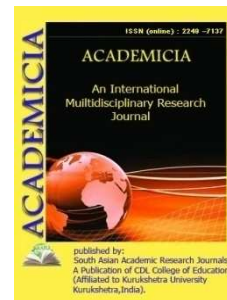
In these lines, the word of the same design in the form of "was," "belly" is repeated, but in two lines this one word has two different meanings, and thereby gives a humorous character to the whole poem.

In conclusion, any master of words, using phonetic tropes, gives colorfulness to the words in the work, as well as an additional emotional-expressive color. We will not be mistaken if we say that the main reason for the effectiveness of the works of J. Izbaskanov is the effective use of these stylistic means.

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INNOVATIVE TECHNOLOGIES IN PHYSICAL EDUCATION CLASSES

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ABSTRACT

The article discusses the importance of using modern pedagogical technologies in physical education and sports lessons, some recommendations on the formation of worldview and thinking, the formation of physical, spiritual and moral qualities.

KEYWORDS: *Pedagogical Technology, Innovation, Interactive Methods, Communicative Method, Interactive Methods, Interactive Training, Cognitive Methods, Experimental Activities, Motives, Modeling, Etc.*

INTRODUCTION

Ensuring the prospects of the independent Republic of Uzbekistan at the level of world development depends on significant changes in the economic, social, political and cultural spheres. Participating in such changes requires people to have a high level of general and specialized knowledge, a high level of culture, spirituality and a broad outlook. Reconstruction of the education system on the basis of these requirements will serve to meet the needs of society in the field of education of future generations. Nowadays, teachers are highly qualified, pedagogical skills, high spiritual and moral qualities, deep knowledge of ideology, effective use of modern pedagogical technologies, interactive methods in educational work. High scientific, methodological knowledge and practical work of pedagogical staff as the main link of the huge creative work carried out to ensure the development of the younger generation in all respects mature, educated, highly spiritual, harmonious, patriotic individuals. implementation of measures to ensure that they have high skills in Today, there is a growing interest in the use of innovative technologies and interactive methods in the educational process. The use of such methods increases the effectiveness and efficiency of education, increases the motivation of students to learn.

Innovation is the creation of something new. This means that the use of a form of work aimed at increasing the effectiveness of the educational process on the basis of innovations, rather than on

the basis of the same templates as in traditional education is an innovation. Relying on pedagogical technologies and striving for innovation in education, the use of various interactive methods aimed at activating students will help to effectively achieve the goals of education.

Communication techniques are widely used in this technology, and we will look at some of their key features.

It is a well-known fact that interactive methods are used in the current interactive training. In the future, it is desirable that these methods to some extent move to interactive technology. In our opinion, this is the difference between the concepts of this interactive method and technology.

Interactive teaching method is implemented by each teacher at the level of available tools and capabilities. In this case, each student learns at different levels, depending on their motives and intellectual level.

Interactive learning technology allows each teacher to conduct the learning process as intended for all students. In this case, each student will master the lesson at the intended level, with their own motives and intellectual level.

Based on the experience of some interactive sessions, we can identify some of the factors that affect the quality and effectiveness of these sessions. They can be conditionally called organizational pedagogical, scientific-methodical and factors related to the teacher, students, teaching aids. We need to keep in mind whether they are positive or negative in nature.

Organizational and pedagogical factors include: training of a group of trainers from teachers to conduct interactive lessons;

- Organization of interactive teaching of teachers;
- Creating the necessary conditions for interactive learning in the classroom;
- Ensuring a comfortable workplace for the speaker and participants;
- Prevention of violations of sanitary and hygienic norms;
- Ensuring compliance with safety regulations;
- Attendance and discipline;
- Organization of control, etc.

When designing a lesson plan, the teacher should clearly define the forms of their work and the scope of students' work in the process of acquiring skills. It is also important what teaching methods he uses. Focusing on more interactive methods when choosing a method will increase the effectiveness of teaching.

(The word interactive means interaction, that is, action.) Interactive methods are learning through interaction. There are 4 main types of interactive methods. These are:

- Cognitive methods;
- Games, experimental activities;
- Business games, modeling;
- Practical training, direct activity.

All interactive methods involve collaboration between teacher and student, active participation of the student in the educational process. For example, in the modeling section of a topic, the teacher may use the Brainstorming method before demonstrating the model to the students. That is, students are asked how they understand the problem and how they can master the skill, and their opinions are summarized. There is no criticism of students' opinions. In the practical management section, the teacher can use the Teach Your Companion method. This method allows students to critically monitor their activities and correct mistakes, allowing for optimal organization of the lesson. Here's how to use it:

The class is divided into first and second partner parts. Using the lesson transition model, the first partner teaches the second part and the second partner teaches the first part of the model. The teacher first explains and then shows the parts of the model to the students using teaching methods. Students repeat and follow what the teacher says and shows.

The teacher chooses 2 volunteers to supervise the class. The teacher will work with the partners to complete the model step by step. Helps them understand and learn what they don't understand.

The teacher tells the class to teach and complete the first part. It helps them control their work and overcome shortcomings. Only then will we move on to the next stage. The teacher's colleagues help the teacher to control the class. This method continues to work on other parts of the model. It teaches students to be demanding of each other and themselves, to correct mistakes in a timely manner, to critically evaluate the work.

The teacher can use a variety of interactive methods (Boomerang, Wheel, Mind Wheel, etc.) to test concepts. For example, "Charxpalak method" Students are divided into groups and given a task sheet.

After the students completed the assignment, their work was distributed to the other students in the group. Once they have made the appropriate changes, they are passed on to the other students, so that the work of each student passes into the hands of all the students in the group and eventually returns to them. Everyone can make changes from their own point of view. Then the teacher shows the correct answer. In this way, students have the opportunity to think creatively, express themselves freely and be aware of their shortcomings.

The Mind Wheel develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately.

The game involves groups of two or three students. The first student says one of the terms related to the topic. The second student repeats the term the first student said and says the same term. The third student repeats the previous two terms and adds one term. It is the turn of the first student to repeat the previous three terms and add one more. Any student who gets lost or repeats the terms will be eliminated from the game. That way, the student body continues. It is important that the purpose of the game is clear and that the knowledge, skills, and abilities that students acquire are taken into account. For example: Name the sports:

Student 1: Football

Student 2: Football is volleyball

Student 3: Football - Volleyball - Boxing

Student 1:: football - volleyball - boxing-tennis

Student 2: Football - Volleyball - Boxing - Tennis - Karate

Student 3: football - volleyball - boxing - tennis - karate, etc.

If a student makes a mistake in saying the words over and over again, he / she will be eliminated from the game. The same game can be used to study "Sports" and other topics. This game is especially useful for summarizing and reviewing lessons.

It is important to develop students' motivation to study in physical education classes. Because the motive motivates students to the educational process, encourages them to actively participate in the lessons, to acquire knowledge. Interactive methods help to develop reading motivation.

Each lesson helps to develop students' physical qualities need they are inseparable in the process of their development. Student, hear at the same time mastering this exercise also develops. But keep in mind that this process should not be natural to cultivate any quality without exercises that do not apply to it not allowed. It's just a matter of constantly increasing the demand on the student, making him physically fit promotes the development of (9, 10, 11). But all you need is speed, strength, endurance, agility, flexibility is not enough.

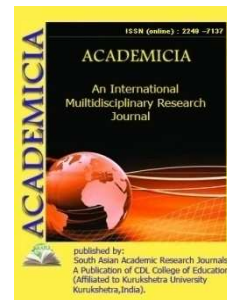
In short, interactive methods increase the fun and impact of the lesson, making students active participants in the learning process.

The development of our independent state requires major reforms in the field of physical culture, as well as in all areas of education. The training of competitive personnel is a prerequisite for meeting the vital needs of society.

To meet the needs of society for highly qualified competitive personnel, it is necessary to constantly search, search and discover new effective methods of education from the primary school.

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DRILLING OF GAS AND OIL PIPELINES AND ITS MODERN METHODS

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ABSTRACT

This article provides a brief overview of gas and oil pipeline drilling, types of drilling, and drilling operations. Directional drilling is intentional deviation of a well bore from the vertical. It is often necessary to drill at an angle from the vertical to reach different parts of the formation. Controlled directional drilling makes it possible to reach subsurface areas laterally remote from the point.

KEYWORDS: *Derrick, Draw works, Mud Handling, Percussion Or Cable Drilling, Rotary Drilling, Rotary Percussion Drilling, Directional Drilling, Electro And Turbo Drilling.*

INTRODUCTION

The global oil and gas industry encompasses exploration, extraction, refining, transportation (by tankers and pipelines) and distribution. The industry is usually divided into three major components:

- The upstream sector, dealing with exploration and production (E&P).
- The midstream sector, involving transportation of products to refineries, natural gas purification plants etc. using pipelines, rail, vessels etc.
- The downstream sector, including refining of petroleum crude oil, processing and purifying of raw natural gas till distribution of products to end users.

The main components of the drilling rig are the derrick, floor, draw works, drive and mud handling. Control and power can be hydraulic or electric. Earlier pictures of drillers and roughnecks working with rotary tables (bottom drives) are now replaced with top drive and semi automated pipe handling on larger installations. The hydraulic or electric top drive hangs from

the derrick crown and gives pressure and rotational torque to the drill string. The whole assembly is controlled by the draw works.

The drill string is assembled from pipe segments about 30 meters (100 feet) long, normally with conical inside threads at one end and outside at the other. As each 30 meter segment is drilled, the drive is disconnected and a new pipe segment inserted in the string. A cone bit is used to dig into the rock. Different cones are used for different types of rock and at different stages of the well. The picture above shows roller cones with inserts (on the left). Other bits are PDC (polycrystalline diamond compact, on the right) and diamond impregnated.

Directional drilling is intentional deviation of a well bore from the vertical. It is often necessary to drill at an angle from the vertical to reach different parts of the formation. Controlled directional drilling makes it possible to reach subsurface areas laterally remote from the point where the bit enters the earth. It often involves the use of a drill motor driven by mud pressure mounted directly on the cone (mud motor, turbo drill, and dyna-drill), whip stocks – a steel casing that bends between the drill pipe and cone, or other deflecting rods, also used for horizontal wells and multiple completions, where one well may split into several bores. A well that has sections of more than 80 degrees from the vertical is called a horizontal well. Modern wells are drilled with large horizontal offsets to reach different parts of the structure and achieve higher production. The world record is more than 15 km. multiple completions allow production from several locations. Wells can be of any depth from near the surface to a depth of more than 6,000 meters. Oil and gas are typically formed at 3,000-4,000 meters depth, but part of the overlying rock may have since eroded away. The pressure and temperature generally increase with increasing depth, so that deep wells can have more than 200 °C temperature and 90 MPa pressure (900 times atmospheric pressure), equivalent to the hydrostatic pressure set by the distance to the surface. The weight of the oil in the production string reduces wellhead pressure. Crude oil has a specific weight of 790 to 970 kg per cubic meter. For a 3,000 meter deep well with 30 MPa down hole pressure and normal crude oil at 850 kg/m³, the wellhead static pressure will only be around 4.5 MPa. During production, the pressure will drop further due to resistance to flow in the reservoir and well.

The mud enters through the drill pipe, passes through the cone and rises in the uncompleted well. Mud serves several purposes:

- It brings rock shales (fragments of rock) up to the surface
- It cleans and cools the cone
- It lubricates the drill pipe string and cone
- Fibrous particles attach to the well surface to bind solids • Mud weight should balance the down hole pressure to avoid leakage of gas and oil. Often, the well will drill through smaller pockets of hydrocarbons, which may cause a “blow-out” if the mud weight cannot balance the pressure. The same might happen when drilling into the main reservoir

Basic drilling rigs contain a derrick (tower), a drilling pipe, a large winch to lower and lift out the drilling pipe, a drilling table which rotates the drilling pipe and bit, a mud mixer and pump and an engine to drive the table and winch. Small drilling rigs used to drill exploratory or seismic wells may be mounted on trucks for movement from site to site. Larger drilling rigs are either erected onsite or have portable, hinged (jack knife) derricks for easy handling and erection.

PERCUSSION OR CABLE DRILLING

The oldest drilling technique is percussion or cable drilling. This slow, limited depth method, which is seldom used, involves crushing rock by raising and dropping a heavy chisel bit and stem on the end of a cable. At intervals, the bit is removed and the cuttings are suspended in water and removed by flushing or pumping to the surface. As the hole deepens, it is lined with steel casing to prevent cave-in and protect against contamination of groundwater. Considerable work is required to drill even a shallow well, and upon striking oil or gas, there is no way to control the immediate flow of product to the surface.

ROTARY DRILLING

Rotary drilling is the most common method and is used to drill both exploratory and production wells at depths over 5 miles (7,000 m). Lightweight drills, mounted on trucks, are used to drill low-depth seismic wells on land. Medium and heavy rotary mobile and floating drills are used for drilling exploration and production wells. Rotary drilling equipment is mounted on a drilling platform with a 30- to 40-m-high derrick, and includes a rotary table, engine, mud mixer and injector pump, a wire-line drum hoist or winch, and many sections of pipe, each approximately 27 m long. The rotary table turns a square kelly connected to the drilling pipe. The square kelly has a mud swivel on the top which is connected to blowout preventors. The drill pipe rotates at a speed of from 40 to 250 rpm, turning either a drill which has drag bits with fixed chisel-like cutting edges or a drill whose bit has rolling cutters with hardened teeth.

ROTARY PERCUSSION DRILLING

Rotary percussion drilling is a combination method whereby a rotary drill uses a circulating hydraulic fluid to operate a hammer-like mechanism, thereby creating a series of rapid percussion blows which allow the drill to simultaneously bore and pound into the earth.

ELECTRO AND TURBO DRILLING

Most rotary tables, winches and pumps of heavy drills are usually driven by electric motors or turbines, which allows for increased flexibility in operations and remote-controlled drilling. Electro drill and turbo drill are newer methods which provide more direct power to the drill bit by connecting the drilling motor just above the bit at the bottom of the hole.

DIRECTIONAL DRILLING

Directional drilling is a rotary drilling technique which directs the drill string along a curved path as the hole deepens. Directional drilling is used to reach deposits which are inaccessible by vertical drilling. It also reduces costs, as a number of wells can be drilled in different directions from a single platform. Extended-reach drilling allows tapping into undersea reservoirs from the shore. Many of these techniques are possible by using computers to direct automatic drilling machines and flexible pipe (coiled tubing), which is raised and lowered without connecting and disconnecting sections.

OTHER DRILLING METHODS

Abrasive drilling uses an abrasive material under pressure (instead of using a drill stem and bit) to cut through the substrata. Other drilling methods include explosive drilling and flame piercing.

ABANDONMENT

When oil and gas reservoirs are no longer productive, the wells are typically plugged with cement to prevent flow or leakage to the surface and to protect the underground strata and water. Equipment is removed and the sites of abandoned wells are cleaned up and returned to normal conditions.

DRILLING OPERATIONS**DRILLING TECHNIQUES**

The drilling platform provides a base for workers to couple and uncouple the sections of drilling pipe which are used to increase the depth of drilling. As the hole deepens, additional lengths of pipe are added and the drilling string is suspended from the derrick. When a drilling bit needs to be changed, the entire drilling string of pipe is pulled out of the hole, and each section is detached and stacked vertically inside the derrick. After the new bit is fitted in place, the process is reversed, and the pipe is returned to the hole to continue drilling.

Care is needed to assure that the drilling string pipe does not split apart and drop into the hole, as it may be difficult and costly to fish out and may even result in the loss of the well. Another potential problem is if drilling tools stick in the hole when drilling stops. For this reason, once drilling begins, it usually continues until the well is completed.

DRILLING MUD

Drilling mud is a fluid composed of water or oil and clay with chemical additives (e.g., formaldehyde, lime, sodium hydra zide, barite). Caustic soda is often added to control the pH (acidity) of drilling mud and to neutralize potentially hazardous mud additives and completion fluids. Drilling mud is pumped into the well under pressure from the mixing tank on the drilling platform, down the inside of the drilling pipe to the drill bit. It then rises between the outside of the drill pipe and the sides of the hole, returning to the surface, where it is filtered and recirculated.

Drilling mud is used to cool and lubricate the drilling bit, lubricate the pipe and flush the rock cuttings from the drill hole. Drilling mud is also used to control flow from the well by lining the sides of the hole and resisting the pressure of any gas, oil or water which is met by the drill bit. Jets of mud may be applied under pressure at the bottom of the hole to aid in drilling.

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RESEARCHUNG THE METHOD OF DESIGNING SPECIAL CLOTHING FOR WORKERS OF METAL-WORKING ENTERPRISES

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ABSTRACT

Due to the increase in production volumes in the metallurgical and metalworking industries, the need for personal protective equipment for metallurgical workers has significantly increased. The development of special clothing is dealt with by the Central Scientific Research Institute of the Garment Industry, but scientific developments and experience were in limited demand. one state-owned enterprise that would be engaged in research and development of the creation of clothes.

KEYWORDS: *Working Conditions, Combustion Processes, Thermal Destruction Processes, and Metalworking Industries, Flame Retardant.*

INTRODUCTION

The objects of the study were the working conditions of workers in the metallurgical and metal working industries; existing special suits for metallurgists; a wide range of active flame retardant fabrics.

RESEARCH METHODS AND TOOLS

The work uses: the general methodology of a systematic approach to the design of work wear; methods of mathematical statistics and the theory of solving problems in the field of kinetics of fracture of materials; theory of combustion processes; methods and means of thermal destruction processes, high-speed and video filming of the flight of a molten metal drop; original methods and tools for studying a number of properties of materials and a package of clothing; computer programs Microsoft Word, Coat.

SCIENTIFIC NOVELTY OF THE WORK

The article proposes a new concept for designing work wear based on the development of the theoretical foundations of combustion processes and the methodology for designing new types of fire retardant materials from domestic raw materials that provide high performance properties of special clothing for workers in the metallurgical industry.

However, the interaction of incandescent metal sparks arising in the process of electric arc welding with a protective material differs significantly from the nature and essence of its interaction with the mass of molten metal. Differs from the action of a mass of molten metal In this case, the difference is that the processes of oxidation and gasification of the material proceed under different conditions. There is free access of air to the flame, and when the molten metal comes into contact with the surface of the material, the access of air to it is difficult and limited.

The general principles of forming the assortment of special clothing consist in its rapid growth based on the development of single products, which leads to duplication of developments, the lack of products for a specific functional purpose, the heterogeneity of products, etc. Norms for the issuance of personal protective equipment (PPE), in particular special clothing, in the form lists of working professions, do not provide an opportunity to objectively assess the degree of its compliance with real-life requirements.

Many natural and synthetic materials are known that can withstand high temperatures without decomposing, melting or igniting These include asbestos fabrics, fabrics made of carbon fibers, fabrics of silicon dioxide, fabrics of metallic, refractory titanium and various oxides. Their properties are known in detail. considered However, for various reasons, many of them cannot be used for clothes of metallurgists Some - due to high cost, others - scarcity, and others - due to excessively high surface density and low friction resistance The main reason is that all the listed materials have high adhesion to molten metal's, which is inevitable leads to the destruction of their surface when removing metal particles after cooling. When creating materials for protective clothing for metallurgists, this important sign of destruction for some reason has always been ignored.

As can be seen from the data presented, the particle sizes of the reagents are commensurate with the sizes of the pores and through holes of the tissues under study and, therefore, can fully ensure the fulfillment of the above conditions. The working temperature of the ash and slag reagent is significantly higher than the temperature of molten copper and, consequently, meets the requirements for thermal stability. , then it is conditional and can change with a change in the moisture content and particle size The thermal conductivity of the reagents of the indicated density is very close to the thermal conductivity of the tissues under study Coating the front side of the silica fabric with an aluminum layer makes it possible to make the fabric as smooth as possible surface, which is one of the conditions for minimizing damage to the suit by drops of molten metal.

Studies of working conditions and the study of the existing range of materials for overalls at metallurgical enterprises have shown that the list of general industrial hazardous factors is much wider than the identified groups. Each function can be provided not by one type of material, but by a group of materials For example, protection functions against splashes of molten metal's can be provided with fabric both natural and synthetic fibers in different composition options.

A necessary condition for the perfect organization of the assortment of products for workers in the metallurgical industry is the development of a system of principles and concepts related to the grouping of products by purpose, nomenclature and type.

Human performance directly depends on thermal conditions. Thus, an increase in the temperature of the environment by 1-2 °C above the permissible level leads to a decrease in labor productivity by 4-8%, and when the temperature reaches 30-32 °C, productivity decreases by 25-50%. During smelting work, such phenomena are unacceptable, since work in extreme conditions causes tension in the nervous system and a change in the emotional state of a person, and the severity of the work performed requires from a person of colossal health and work capacity. Under the influence of heat in the human body, the functions of the neuroendocrine system, immunobiological reactivity change, and work capacity also decreases. A decrease in work capacity in this situation is unacceptable; therefore, constant measures are required to limit the time and intensity of heat! On the impact on the human body;

The nomenclature of indicators of corporate requirements for special clothing, specifications for special fabrics with a chemical fiber content of over 50%, include a number of indicators characterizing the protective properties of a fairly large group of general-purpose special clothing, including: specific surface electrical resistance, oil resistance, low resistance. At the same time, the control of quality indicators that determine the well-being of the worker during the shift (for example, air permeability, free formaldehyde content, specific surface electrical resistance, vapor permeability), lasting at least 6 hours a day, is no less important task. The indicator "specific surface electrical resistance", which performs both protective and hygienic functions, is one of the criteria for the electrical properties of textile materials.

In the course of scientific research, new provisions, conclusions and recommendations have been formed, the most significant of which are as follows:

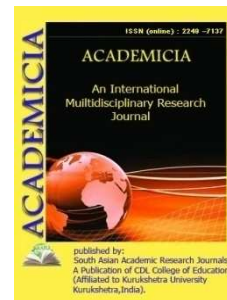
- Theoretically substantiated the possibility of economic feasibility of using new composite materials that increase the operational reliability of overalls,
- A new approach to the process of designing special clothing has been developed with the use of theoretical and practical provisions on thermophysical phenomena at the boundary of environments that arise in the working conditions of metallurgists,
- The mechanism of interaction of the surface of workwear materials with the main harmful, damaging factors (OVPF) is disclosed,
- Developed classification signs of hazardous and harmful production factors affecting the metallurgist, allowing streamlining the structured description of various types of impacts on the worker,
- Geometric and algorithmic models for the formation of an assortment of special clothing have been developed, which ensure the functioning of an integral multi-level system for the design of protective suits,
- It was established theoretically and experimentally verified that in the process of contact between the molten metal and the surface of the material, processes of thermal destruction occur,
- The theoretical foundations for the design of composite materials for special clothing have been developed.

CONCLUSION

The technology for obtaining prototypes was tested in laboratory conditions. chemical spraying of aluminum on the front side of the fabric The use of an inorganic composition as a heat-resistant component for impregnating a silica fabric is justified by the fact that this creates conditions for minimal adhesion of molten metal droplets to the surface of the material, and when heated, the composition does not emit toxic gases and a large amount of smoke, in contrast to known organic impregnations, how the task is solved.

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ISSUES ON THE TRANSLATION OF SCIENTIFIC LEGAL ARTICLES AND LECTURES

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ABSTRACT

The article describes issues based on the translation of scientific legal articles and lectures. Studies of modern philologists contain valuable additions to the methodological provisions developed by legal scholars. With regard to translations of legal texts, it can be argued that interpretation errors caused by ambiguity of terms often occur in the case of blind search following the meanings indicated in dictionaries. Literal translation is a translation at a lower level than literally required. Thus, the best choice for a translator would be an adequate translation.

KEYWORDS: *Articles and Lectures, Legal Documents, Literal Translation, Literal Translation, Dictionaries, Translation.*

INTRODUCTION

Translation of legal articles and documents carries its own inherent difficulties. First of all, it should be noted that this type of translation is burdened with both the intricacies of literary translations and technical scientific translations. A deep understanding of the original is essential, but on the other hand, we have to contend with intraspecific terminology regarding the choice of either translation or transliteration. We must be careful not to change the meaning through thoughtless turn of speech reorganization of the sentence structure. Thus, the translation of documents requires spoken literary translation and the accuracy of scientific translation.

What has been postulated in the past, and what is relevant in our time is the rule that translators must comply with their linguistic expressions are reproduced, as close as possible to the original. Terminology is one of the issues that translators place particular emphasis on and their sensitivity to the word has paved the way for most modern terminologies. Terms used in legal documents

are common and they are applied as such in translations. Preference is given to literary methods of translation, since the content of the original must be fully represented in the text in the language of the receptor. There is a direct connection between the rules of translation of the past and the present, but nowadays "translation" is a composition of more complex points than before. In our area of research, for example, legal documents, the phenomenon of translation can be viewed from different points of view regarding the theory of translation as a whole. The translation of this document is also based on the original text. Translators cannot interpret freely, which means adding comments and explanations.

Nowadays "translation" is a composition of many things (some of them have been noted in the past), but the main goal of every translator is to keep the translation equivalent to the original one.

Another feature that is of great importance for the translator is that the translation process itself can be described as a complex use of the language, as:

1. Translation is a social phenomenon. It cannot exist outside a social community, and it is in society that it performs certain social functions.
2. Translation is a cultural phenomenon. It can be seen as a means of intercultural fertilization that enables the sharing of cultural heritage on a massive scale.

The original document and its translation are texts that, like other types of texts, must meet seven standards of textuality:

1. cohesion - "the way in which the linguistic elements of which the text is made make sense - are completely connected with each other in sequence, based on the grammatical rules of the language";
2. Consistency - "the way in which things the text is about are mutually accessible and relevant";
3. Intentionality - "the intention of the producer to produce a cohesive and coherent text that will achieve whatever goal he / she have planned it must achieve";
4. Acceptability - "the receiver's want the text to be cohesive and consistent and relevant to him / her";
5. Informativeness - "the degree to which occurrences of the submitted text are expected to be";
6. Situational - these are "factors that make the text relevant to the situation of occurrence";
7. Inter textuality - "The way in which the use of a certain text depends on knowledge of other texts." Any text is related to some other texts produced before (McGuire, SB Translation Research, New York, 1989, p.

Translations are not done in a vacuum; they function in a given culture at a given time. We can talk about the cultural rootedness of the text, because each text is produced under given circumstances, which are based on a certain cultural background and this text is produced at a given moment in time, with a specific purpose aimed at a specific audience to perform certain functions. That is why, before we start translating the text, we will try to analyze it in terms of these variables / parameters /. Cultural differences then spring from the distance between sender and receiver. There are two main parameters by which the text changes in space and time.

Therefore, they are of paramount importance, and this is an indicator of cultural differences between source and destination.

As we get closer to cultural boundaries, the transferred texts become more difficult to understand until we give up the translation. And at this moment we know that we have passed from one culture to another.

Therefore, when we need a translation of a specific document, we are dealing with different cultures. It is a translation that bridges the cultural divide between sender and receiver in our case.

Translation in the strict sense of the word does not refer to "reality". The choice of reality depends on:

1. General technical conditions of the text;
2. The significance of reality;
3. The nature of the reality;
4. Distinctive features of the original language and the language of the receptors;
5. The reader.

The difference between transcription and substitution is provided by the closest local equivalent. The translator must also take into account the peculiarity of the source and the texts of the receptors, but the reality is only one of the issues the translator must be sensitive to.

Another important feature that a translator should pay attention to is style. Style is a key concept for a translator. When he first reads the text and prepares to translate it, he makes some conclusions regarding the style of the text. He further attempts to reproduce the original message in such a way as to provide a stylistic or pragmatic effect for the reader as well. When translating documents, you must follow the rules of a specific style. Sentences in various certificates and diplomas are short and contain maximum information; they follow simpler grammatical principles than those characteristic of a literary style.

There is also a translation strategy in translating documents that should be followed.

First, the translator must have an understanding of the breadth and scope of the subject. They need fieldwork, originals and translations - this is perhaps the only way to cope with providing these words, phrases and concepts that have intra specific meaning. Sometimes a specialist in the field is needed to assess the quality of the translation with which the translator works. Elements that are of great importance to the translator are anachronism, clumsy phraseology and inconsistency. Is the translated text clear, is it flowing? Are the conditions comparable to those commonly used in this area of concentration? The translator must begin to develop his own tools for distinguishing between general-over and precise, vague and specific. Special dictionaries and glossaries are needed for this purpose. Specific references for unknown concepts are provided in footnotes, or for personal clarifications. This information should be at hand for the translator. Each term can carry different meanings in different contexts; all possible options should be checked and rechecked.

There are several rules that are very important for the process of translating government documents: Firstly, search for a standard translation, if one exists.

The standard translation means the accepted bilingual equivalent of a technical term.

Secondly, if the best translation seems to be either anachronistic or missing one nuance, the solution is to add the original in parentheses.

Thirdly, if something is standard in one language but not in the other, either do not translate or indicate to the reader the existence of this intellectual difference between the two linguistic cultures.

Fourth, if a term that has a standard translation is used in the original in a markedly different way, which is quite understandable in the original context; do not translate with a standard term.

Fifth, if a term has different cognitive ranges in two languages and is of great importance to both sides - the original and the translation of the text, the translator should indicate that, either in a footnote or in the introductory use of the original term.

Sixth, if a term has different cognitive ranges within both languages, but in parallel between languages, the safest way is literal translation, preferably by using cognates, if they exist.

As you can see from the above practical tips, there are many difficulties associated with translating documents. The translators themselves have many things to deal with, but their main task is to be an informed, in fact, a very well-informed reader of the original text.

Another problem of the translator of legal documents is that of equivalence and adequacy.

Equivalence is seen as a scale, and we can talk about adequate, literal and free translations. In most general terms, free translation is a translation that places more emphasis on producing a naturally readable receptor text than keeping the original wording intact. Free translation is one that is done at a higher level than is necessary to convey the content unchanged while respecting the language norms of the receptor. Free translation is not typical for the translation process of legal documents due to the specific details that must be reproduced accurately in the receptor text.

This translation is carried out at the necessary and sufficient level.

Another important feature that should be presented in the translation is informativeness. This can only be achieved by formal and logical delivery of the data contained in this document. Everything has to be ordered in a certain way, good design is essential to achieve an overall effect of clarity. The translator should prefer an adequate translation when they render texts belonging to the style of official and public documents. The terms typical of this branch of stylistics are rarely open to interpretation, since distorting a single term affects the quality and accuracy of the translation, which should also be reader-oriented. It should give the reader an accurate idea of what the original text is like. The task of the translator is to display the original document; Special care must be taken to replace all changes contained in the target text by their translator equivalents.

Last but not least, it is imperative to gain real work experience in various jobs, or be exposed to the textual results of these experiences through books and articles, conversations with people who work in the field, etc. The more experience a translator has in a given profession or in the workplace or work-related jargon, the better they will be able to translate texts in that field. For

example, when I was given a legal document that needed to be translated, in order to be sure of a correct and adequate translation, I consulted with a lawyer regarding specialized terms.

Some translators specialize in this area - legal translations - so as not to make it difficult or problematic to come up with.

All of the above leads to the conclusion that there is a list of rules, scrupulous adherence, that guides the translators of the ideal translation, which concerns neither literally, nor free, but adequate one. There is a clear tendency towards “pooling” translations of some government documents. The trend towards standardization of translations is to help for the overall integrity of our country and offers greater opportunities for everyone who wants to rely abroad on the facts set out in a document coming from the authorities of their country.

Finally, it is difficult to translate legal articles and lectures, because the work is not like the translation of literary texts, where there are no rules, no laws and cannot be absolute right or absolute wrong. With the help of special terminology, there can be no mistakes, missing or missing words.

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SUSTAINABLE ORGANIZATIONAL LEADERSHIP IN THE BIRTHPLACE OF BUDDHA

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ABSTRACT

Purpose- This paper wants to explore the how Buddhist four Noble path, five precepts, eight-fold path working for the leaders in the modern organizational world. There is diversity in the workforce including, differences in ethnicity, differences in culture, differences language and creating the value and importance almost everything in our surrounding is determined by the market whether it is ethical or not. How can Buddhism including selflessness, compassion, respect to each other, rein the greed, right conduct, right livelihood, create cooperation among team members, increase responsibility, build honesty and so. Change the leaders' mindset and accomplish the determined goal in effective and efficient manner.

Design/methodology/approach- This paper the how Buddhism philosophy inject its precepts in the modern leadership by using conceptual model and sensitizing concept. (Jonker, Jan & Pennink, Bartjan. 2010) literature review and study different research journals and related books; **Findings-** The paper explore the present status of leadership and impact of Buddhism. Most of the leaders in Nepal have influenced by their religious and socio-cultural factors, implication of the Buddhist philosophy assists to develop sustainable organizational leadership and leaders can change their thinking, start to do right action, improve their livelihood, mindfulness, and giving concentration and so. **Originality/value-** Even they are leading in the birth place of Buddha; leaders are not practicing Buddhism and the paper search for core concept of their leadership. Providing them to alternative way (Buddhism) of leadership approach;

KEYWORDS: *Leadership, Sustainable, Buddha, Birthplace, Nepal Research Type– Research Paper*

INTRODUCTION

Before introduce to sustainable organizational leadership it is better to know about leadership, people are the focus of leadership. Leaders influence the behaviors of others and leadership is guiding and influencing people to achieve goals willingly and enthusiastically in a given situation and it is action oriented.

“Leadership is the ability to influence a group toward the achievement of goals.” (Robbins, Stephen)

How we get sustainable organizational leadership even there are lots of challenges surrounding us. Organizations might be a business organizations, social organizations, government organizations and changes in attitudes, values, belief, expectations, perceptions, changing goals and aspirations of people creating many problems in the organizations. This materialistic world teaches to all to collect materialistic things, like how much bank balance do you have, which brand of car you owned, do you have mansion or apartment and so and these all things leads to financial corruption, social corruption and the big thing is self-corruption.

Similarly, the major barrier to achieve sustainable organizational development is corruption in the mind of leadership; it is venerably showing in the developing and underdeveloped countries and getting poor day by day due to the unethical, autocratic and corrupted leadership. This type of leadership also reflected to the social organization and the business organization from the government organization. They are not providing the favorable environment to develop organizational culture.

Human being has not built by only physical things but also emotion, compassion, knowledge and so many intangible things assist to build perfect human being. The first step of following Buddhism is getting knowledge or generating knowledge and after generating knowledge should be applied in the human life to experiment whether it works or not. Third step of the getting knowledge is wisdom means ones can apply Buddhism in the life and lighting to others. Buddhism can apply in every field of human being includes personal life, professional life and social life as well.

Employee of today's prefer transparent, selflessness, kind, helpful, who think about employee leader in the organization. Last many years, the leaders are thinking to materialistic achievement only for them, like thinking about their financial, personal achievement. People collecting money, cars, and houses for their happiness but after achieved financial goal again you will seek for happy, respect, love and intangible things which money can't buy.

That is why; this study can be a base for further research and study to the students, researcher and organizational leaders.

HISTORY OF BUDDHA

There are many books and articles on the history of Buddha, most of the facts of Buddha's are similar so one of this is here:

A noble prince was born in the Lumbini Park in Kapilavatthu, on the Indian borders of present-day Nepal, on the full moon day of May in the year 623 b.c., destined to be the world's greatest religious teacher. King Suddhodana of the elite Sakya was his father.

His mother was Queen Maha Maya of the Clan. Because his beloved mother died seven days after his birth, MahaPajapatiGotami, the King's younger sister, adopted him, leaving her own son, Nanda, in the care of the nurses. The people's joy at the birth of this great prince was palpable.

Asita, also known as Kaladevala, a high-spiritual ascetic, was overjoyed to hear the wonderful news, and as the King's instructor, he went to view the Royal child. The King, who was honored by the ascetic's unexpected arrival, led the kid up to him to make the youngster give him proper respect, but to everyone's surprise, the kid's legs pivoted and rested on the ascetic's matted locks.

The ascetic leapt from his seat and saluted the youngster with clasped hands, foreseeing his future glory with his supernormal vision. The Royal father followed suit. At first, the great ascetic grinned, but soon he was unhappy. When asked about his mixed emotions, he said he smiled because the prince would one day become a Buddha, an Enlightened One, and he was sad because he would not be able to benefit from the Enlightened One's superior wisdom due of his previous death and rebirth in the Formless Plane.

Buddhism is a religion that originated in India and Nepal 2564 years ago. Researchers consider Buddhism to be one of the major world religions, with approximately 470 million adherents. The best attribute of Buddhism is its adaptability in practice; most scholars describe it as a philosophy.

Some of Buddhist beliefs and precepts are here:

BUDDHIST BELIEFS

Siddhartha Gautama was born at Lumbini, Nepal, in the year 624 BCE (alternative date: 563 BCE). He realized there were sorrow, misery, and poverty around him when he was 29 years old. As a result, he spent many years fasting, thinking, and praying in order to comprehend life's fundamentals. After attaining enlightenment, or nirvana, he finally grasped many truths. He left home and became a wandering holy man, teaching those teachings to all around him. As a result, he was granted the title of Buddha, or Enlightened One (White, 1993; Buddha: Basic Beliefs, 2018). The Dhamma, or Truth, is the name given to the principles he taught.

The Buddha's Teachings

For the rest of his life, the Buddha preached these principles. He was able to convert a large number of people to his way of thinking. After decades of progress, followers of his teachings compiled a summary of the truths. The basic truths were discovered in lists.

The Three Universal Truths

The Noble Four Truths

The Path of the Eightfold Path

According to the Buddha, people should not worship him as a god. There are three universal truths. One of the principal teachings of the Buddha is called the Three Universal Truths.

The Three Universal Truths are:

1. Everything in life is ephemeral and subject to change.
2. Because nothing lasts, a life built on accumulating goods or people will not make you happy.
3. There is no eternal, unchanging soul, and the concept of "self" is nothing more than a collection of changeable features or features. Buddhists accept these truths as fundamental to their faith.

There are Four Noble Truths the Four Noble Truths are another of the Buddha's main teachings.

The Four Noble Truths are:

1. Human life is a painful experience.
2. Greed is the source of suffering.
3. It is possible to triumph over adversity and find happiness.
4. The Middle Path is the path that leads to the end of suffering.

The Middle Path is the path to enlightenment. People who follow the Middle Path do not live lifestyles of excess or luxury, but they also do not fast excessively or live lives of suffering. For those on the Middle Path, the Eightfold Path provides guidance.

The Eightfold Path Another principal teaching of the Buddha is the Eightfold Path.

The Eightfold Path incorporates the following concepts:

1. Right understanding and viewpoint.
2. Right values and attitude.
3. Right speech.
4. Right action.
5. Right work.
6. Right effort.
7. Right mindfulness.
8. Right concentration and meditation.

The Five Precepts Although Buddhism has subdivided into many sects, all Buddhists follow the five precepts which give guidance for daily living:

1. Do not harm or kill living things.
2. Do not take things unless they are freely given.
3. Do not carry on sexual misconduct.
4. Do not speak unkindly or tell lies.
5. Do not abuse drugs or drink alcohol.

The Buddha's Teachings Are Still Being Disseminated The Buddha's teachings were collected and written down after his death at the age of 80. The reipitaka, or Three Baskets, is a collection

of the Buddha's sayings. The Buddha's sayings were given the moniker Three Baskets from the early practice of writing on palm leaves and then gathering them in baskets ("Buddhism: Basic Beliefs," 2018).

Meditation

The majority of Buddhists engage in some type of meditation. The purpose is to look within oneself for truth and to comprehend the Buddha's truths. The meditation's purpose is to reach nirvana, or enlightenment. The state of enlightenment is beyond language and cannot be expressed in words. Meditation is the practice of focusing one's attention in order to develop an inner quiet that leads to enlightenment. Meditation can take many different forms: It could be contemplating beauty while sitting peacefully beside a magnificent arrangement of pebbles. It could be doing a martial art like karate or aikido, which demand mental and physical control as well as a high level of attention. It could entail concentrating on a question, such as "What does one hand clapping sound like?" It may be pondering a haiku or a short poem that depicts a particular occasion. It could be in a monastery's meditation room. Chanting may be a part of it. The usage of a mandala to focus attention on the invisible point at the center of interlocking triangles is one example. It may entail calmly observing one's breath as it enters and exits. It can happen at any moment and in any place. (See "Buddhism: Fundamental Beliefs," 2018, p. 9)

Idols A statue of the Buddha can be found at almost every Buddhist religious site. Sitting with his hands resting in his lap is a common Buddha stance. The figure is frequently coated in gold. Buddhists revere the Buddha's memory rather than worshiping him. In prayer, Buddhists are not to petition the Buddha for favors. Gifts are frequently placed at the site, which the Buddhist monks then use.

The Law of Dependent

Origination The law of dependent origination, or *paticca-samuppada*, is said to have been discovered by the Buddha. "One condition emerges from another, which emerges from earlier conditions. In a chain of causes, every mode of being implies another immediately preceding mode from which the current mode derives" (Buddhism, 2018, para. 25).

What Is the Self?

What we consider of as our "self" — our ego, self-consciousness, and personality — is a fabrication of the *skandhas*, according to the Buddha. Simply said, our body, physical and emotional sensations, conceptualizations, thoughts and beliefs, and consciousness all work together to give the appearance of a persistent, separate "me." "Oh, Bhikshu, you are born, deteriorate, and die every moment," the Buddha stated (O'Brien, 2017, para. 5).

According to O'Brien (2017), what the Buddha meant by this statement was that the illusion of "me" renews itself every second. Nothing is carried over not just from one life to the next, but also from one moment to the next. This isn't to suggest that "we" don't exist — that there isn't a constant, unchanging "me" — but rather that we are constantly redefined by changing, ephemeral circumstances. Suffering and unhappiness arise when we adhere to an unattainable and illusory longing for an unchanging and permanent self. It is necessary to let go of the delusion in order to be free of that misery.

All things, according to the Buddha, are dynamic and in a perpetual state of change. Things are "always changing, always becoming, always dying," and refusing to acknowledge this truth, particularly the illusion of ego, leads to pain (O'Brien, 2017, para. 7).

The Ten Realms of Existence Buddhists believe there are ten different realms of existence. The levels of existence in the universe are as follows. The 10 levels are separated into two sections, the first of which has six of the 10 levels and the second of which has four.

The first six levels are:

1. Hell or Jigokudo
2. Hungry Ghosts or Pretas
3. Animality or Chikushodo
4. Anger or Shurado
5. Humanity or Jindo
6. Heaven

The top four levels are:

1. Learning or Shomon
2. Realization or Engaku
3. Bodhisattva or Bosatsu
4. Buddhahood

The stages are arranged in ascending order, with Buddhahood at the top of the second tier. One of the first six layers is human existence. If people do not pursue Buddhahood with zeal, they will remain in one of the first six levels (Gannon, 2017; Lee, 2016).

LEADERSHIP FROM THE BUDDHA'S EYES

Many authors and academics have written articles linking Buddhist doctrines and the eightfold path to the current leadership. After reading numerous religious articles and publications on Hindus, Buddha, some of them point to the following:

Theravada, also known as the older smaller vehicle, and Mahayana, popularly known as the larger vehicle, are the most well-known schools, often referred to as "vehicles," of the Buddha's insights. Despite their conceptual differences, the two schools share a number of fundamental discoveries and teachings, including suffering, impermanence, no-self, karma, nirvana, dependent origination, mindfulness, and the Four Noble Truths and Noble Eightfold Path (Marques, 2015).

Buddhism promotes a particular worldview and way of life that leads to personal growth, happiness, and well-being (Johansen &Gopalakrishna, 4 2006). It can be defined as a moral, ethical, value-based, scientific, educational system that enables its observers to understand things in their actual essence, so assisting them in overcoming pain and achieving happiness for themselves and others. The Buddha is to be appreciated as an awakened teacher rather than worshipped as a god (Johansen &Gopalakrishna).

MORAL FOUNDATIONS

The highest spiritual objective in Buddhism, according to the Dalai Lama (2005), is to cultivate compassion for all living things and to contribute as much as possible to their welfare. With today's global challenges ranging from food and living species alterations (via DNA manipulations) to diversification and potential misuse of technological possibilities, the Dalai Lama (2005) calls for a collective moral compass that acknowledges the basic goodness of human nature, recognizes the preciousness of life, honors the need for and maintenance of natural balance, and transcends national boundaries. Mindfulness and focus, which Thich (2010) defines as a moment-to-moment awareness of our situations, are required to implement such a moral compass. According to Thich (2010), mindfulness makes us aware of the countless situations of enjoyment that we might otherwise ignore in our lives.

Buddhism can be viewed as a social model, a religion, a philosophy, or a psychology, among other things. It avoids the question of whether or not there is a higher entity, instead focusing on the teaching of virtues like as non-harming and the abolition of suffering through a series of processes involving our thoughts, intentions, speech, deeds, livelihood, efforts, concentration, and mindfulness. The Noble Eightfold Path, which is the last of the Four Noble Truths, is formed by these steps.

In this paper, the Noble Eightfold Path will be described in further detail, as well as a brief description of leaders who may fit one or more of the criteria.

THE FOUR NOBLE TRUTHS

The Buddha defined the Four Noble Truths, which became basic in his post-enlightenment discourses.

The Four Noble Truths are, in fact, a sequence of insights:

1. The truth of suffering (suffering exists)
2. The truth of the origin of suffering (suffering has a cause)
3. The truth of the cessation of suffering (suffering can be ended)
4. The truth of the path, the way to liberation from suffering (the path to end suffering)

Suffering is an inadequate term in this situation because the Buddha wanted to convey much more with the word "Dukkha," which he used. Dukkha refers to more than only pain, suffering, or misery. It alludes to the fundamentally unsatisfying feeling we get from being alive. It alludes to life's lack of perfection, as well as the ongoing struggle and striving that comes with it (Bodhi, N/A).

BRIEF OVERVIEW OF THE FIRST THREE NOBLE TRUTHS

The First Noble Truth asserts the existence of pain as a reality. From birth to death, illness to aging, and unpleasant experiences to the inability to obtain or hold on to the things we desire, "suffering" refers to the entirety of life and the many instances of anguish it brings, from birth to death, illness to aging, and from unpleasant experiences to the inability to obtain or hold on to the things we crave (Trungpa, 2009). Once we comprehend what the First Noble Truth implies, we can readily understand the Second Noble Truth, which indicates that suffering has a cause. This Second Noble Truth contains the reality of obtaining and losing things: impermanence's

repeated manifestations, which can produce sadness and, in some cases, disaster. Because we are possessive by nature, we have a strong desire to attain and treasure things, and the reality that we can only hold onto things for a short time, including our youth, health, loved ones, and even our lives, causes us to suffer (Rahula, 1974).

We have a proclivity to cling to people, places, events, wishes, ideas, or mindsets, which causes us to suffer (Nyanatiloka, 1970). Suffering can be terminated, the third Noble Truth, casts a positive light on the grimness of the previous two: it is possible to be free of suffering. However, in order to achieve this, the source of our suffering must be eliminated, which means that cravings and aversions must be eradicated. The attainment of nirvana, according to Rahula (1974), is the state of having released our cravings and so ended our suffering.

The Buddha's teaching can be summed up in the Four Noble Truths (Bodhi, 1994, 2000). As previously stated, the first three Noble Truths are intended as points of insight, while the fourth, which includes the Noble Eightfold Path, is intended as a practice to be followed if one chooses to address the issue of suffering. To put it another way, the First Truth must be comprehended, the Second Truth must be abandoned, the Third Truth must be realized, and the Fourth Truth must be cultivated (Bodhi, N/A).

THE NOBLE EIGHTFOLD PATH

The Noble Eightfold Path, which is revealed in the Fourth Noble Truth, is a practical approach to end suffering. Right View; Right Intention; Right Speech; Right Action; Right Livelihood; Right Effort; Right Mindfulness; and Right Concentration are some of the practices or insights covered by this Path. Because these thoughts are interconnected, there is no specific order in which they should be read. However, it may be beneficial to begin the evaluation of this road with right perspective, for the simple fact that right view improves knowledge of the first three Noble Truths, as well as insight into the significance of the Path's interwoven aspects. To put it another way, it connects the knowledge of the first three Noble Truths to the contents of the fourth. However, this is only one interpretation of "correct vision." In truth, the Four Noble Truths and the Noble Eightfold Path may be reduced to two essentials: 1) suffering, and 2) relief from suffering (Gethin, 1998).

When looking at the course, it's evident that each section is interconnected and might serve as a nice warm-up for the next. Correct awareness, for example, which can be achieved through meditation, leads to right concentration (Gombrich, 1988).

In the following part, we'll take a quick look at each step of the route and apply it to leadership, hoping to show how each tread can assist leaders.

THE NOBLE EIGHTFOLD PATH AS LEADERSHIP

RIGHT VIEW

Even if there are no explicit criteria, "right view" may be considered a decent starting point for the course, as previously said. When practicing correct vision, however, one can begin by learning more about the Four Noble Truths: the fact that we suffer, the reasons why we suffer, and the truth that we have the ability to choose to cease our suffering. The right perspective can assist us in nurturing good ideas while keeping harmful intents at bay (Thich, 1998).

Right perspective comprises our ability to recognize and nurture those of our thoughts that are helpful. It also affects our perception, or how we think about what happens to us and around us. We can both retain a negative perspective and see everything as a detriment to our quality of life, or we may look at things from a positive perspective and see the positive lessons in each encounter. Right perspective corrects limiting perceptions, and it may even lead us to see that all viewpoints are limiting. As a result, our attitude is influenced by our point of view.

Elon Musk might be considered a good example of a current leader who practices "correct view" in the leadership setting. Musk possesses the ability to not just consider the world's big concerns, but also to actively and devotedly work on finding solutions to these seemingly intractable difficulties.

Musk isn't a believer in incremental change, but he does have revolutionary ideas about how to reimagine the future. His visions are decades ahead of their time, not years (Vance, 2012). Musk established the financial space to begin achieving bigger and more impactful goals after starting in the dotcom era with some brilliant enterprises such as Zip2, which he sold to Compaq Computer for more than \$300 million, and X.com, the forerunner to PayPal, which he sold to E-Bay for \$1.5 billion (Vance, 2012).

Musk works as a corporate leader to address the tremendous toll we have taken on the environment thus far and to provide a solution for our ever-growing human population. In terms of the first, his Tesla autos, which run on electricity rather than polluting and unsustainable fossil fuels, speak loudly. In the latter case, he has been hard at work developing Space Exploration Technologies, or SpaceX, the first private firm to transfer supplies to the International Space Station. While SpaceX's current efforts are profitable, Musk is focused on the greater picture: colonizing Mars as humanity's second home (Vandermeij, 2013).

Musk has been compared to Steve Jobs several times, but his most prominent leadership trait, like Jobs', is vision. Musk has gained the important leadership talent of seeing beyond the here and now, and responding to demands that are still thought unsolvable by most, thanks to an early interest in science and history, as well as degrees in physics and business (Vandermeij). For this reason, Musk has been dubbed one of history's greatest optimists, especially when viewed through the lens of physicist David Deutsch, who defines optimists as "any problem that does not contradict the law of physics can ultimately be solved" (Vandermeij, p. 90).

Musk has envisioned what a better future for humankind should look like, and he has enlisted the support of a legion of people to help him accomplish that vision. He toiled at at his ambition long before anybody else believed in it, and he had little or no faith in his own ability to achieve it. Musk stated in an interview that he views the California bullet train as a setback rather than a sign of progress because it will transport passengers from Los Angeles to San Francisco at a speed of only 120 miles per hour, which is faster than driving on the freeway. He clearly conveyed his unhappiness with such a project at a major US hub to California Governor Jerry Brown, emphasizing that we should focus on the progress of the entire nation rather than the glory of a tiny clique (Musk, 2014).

Musk's mindset is a terrific example for today's leaders: dream big and constructively, with no immediate focus on money, as money will come in much more abundantly when seen as a result rather than a primary aim. Musk's ideas are centered on macro well-being, and he's discovered a method to communicate them in cross-disciplinary ways, piquing the interest of a diverse group

of thinkers (Vandermeij, 2013). Musk isn't just interested in generating a fortune; he's also interested in creating a significant but long-term difference for the planet and its inhabitants. This devotion has been transferred into Tesla, SpaceX, and Solar City, as well as the Hyperloop, all of which are focused on improving the quality of life on (or off) mother earth.

RIGHT INTENTION

Proper intention is also known as "right thinking and it refers to mental concentration. It is not as simple as it may seem to keep a good intention. Thich (1998) suggests four methods to avoid losing one's appropriate intention:

- 1) Ensuring proper understanding of what we see, read, or hear, and contemplating things first, because first impressions can be deceiving;
- 2) Examining our actions to ensure that we are not mindlessly enacting adopted habits, but rather engaging in well-considered behavior;
- 3) Examining our habits, and acknowledging that we have good and bad habits. Knowing our poor habits can help us avoid allowing them to surface when we don't need them, and it can also help us break them.
- 4) Nurturing an awakened mind to the greatest extent feasible for the benefit of others. This is known as "Bodhicitta" in Buddhism. When we practice Bodhicitta, we are overwhelmed with the desire to do good to others and assist them in becoming happier beings.

Elon Musk could be regarded a person with good intentions because of his long-term outlook on humanity's and the earth's well-being.

However, another business titan will be featured in this section: Muhammad Yunus. Yunus is the only businessperson to have earned the Nobel Peace Prize so far (in 2006). Yunus (and his brainchild, the Grameen Bank) received this prestigious prize for his ideas and decades of banking for the poor, as well as inventing a microcredit system that was eventually replicated by many organizations in many countries.

Yunus, an economist by training, returned to Bangladesh after the country's independence in the early 1970s. He accepted a seat at Chittagong University as an economics professor. On his daily treks around the local streets, he was astounded by the poverty he saw all around him. He witnessed hardworking people who, regardless of their actions, lacked the opportunity to advance in life. Yunus learnt from his encounters with them that these individuals were enslaved by moneylenders, who determined how much they wanted to pay for the goods the impoverished people produced.

Their poverty was cemented in this way, while the money lenders had a steady and plentiful income stream. Yunus decided to arrange a study project with his economics students to find out how much money the poor people in the adjacent village owed to the money lender, after reflecting deeply on his views. The total was a bit over \$27.00. (twenty-seven dollars).

Yunus then went to the local bank, where he heard that impoverished people couldn't acquire loans since there was (and still is) a widespread belief that impoverished people aren't creditworthy because they don't pay their debts back. Yunus chose to lend the money to the poor people out of his own pocket, and he discovered that, contrary to the banks' expectations, he

received 100% of the money back. Regardless of the statistics Yunus presented, the local banks were unwilling to give up their position and give the poor people a chance.

Yunus started Grameen Bank, which means "Bank of the Village," after becoming fascinated by the crippling state of being locked in an old paradigm and a desire to improve the quality of life of the poor by freeing them from the clutches of money lenders. Grameen Bank was given permission to operate as an independent bank on August 8, 1983, allowing Yunus to begin realizing his aim of decreasing, and eventually eradicating, poverty in Bangladesh. Grameen Bank provided low-income families with no-collateral, income-generating housing, student, and microenterprise loans (Vlock, 2009).

Initially, Grameen bank lent money primarily to men (98 percent), with only 2% of female lenders. Yunus rapidly discovered, however, that women were more serious about putting the money toward real improvement for their families and were quicker to repay their loans. As a result, the bank prioritized loans to women, resulting in a 98 percent female lender base today (Esty, 2011). A woman who needed a loan sought the help of a group of people who would be co-responsible for repaying the loan. "Over the years, [Yunus'] Grameen Bank, which now has a presence in over 100 countries, has disbursed about \$7 billion in modest loans to over 7 million borrowers, 97 percent of whom are women. The loans have been repaid in 98% of cases" (The World's Top 20 Public Intellectuals, 2008, p. 55)

Yunus stated in his Nobel Peace Prize acceptance speech that poverty is a threat to peace. He revealed the sobering statistic that 96 percent of global revenue goes to 40 percent of the population, while 60 percent of the population must share only 4% of their wealth. Poverty is defined as the denial of all human rights. If we want to achieve lasting peace, we must provide opportunities for the underprivileged to rise above their predicament (The World's Top 20 Public Intellectuals, 2008).

Despite the fact that he was fired from Grameen Bank by Bangladeshi political leaders in 2010, and several sources question the bank's rules, which state that loans are never forgiven but only restructured (e.g. Adams & Raymond, 2008), Yunus has made a significant contribution to the improvement of the poor's position in many countries through his microcredit system. He is a widely admired figure who has persuaded both friends and foes to reconsider a paradigm that we have collectively cultivated for decades, if not centuries, and has proved that poverty, as a human-made problem, can be erased if we so desire.

RIGHT SPEECH

The need of correct speaking is more important than ever before in these days of huge and varied communication outlets. Words are important tools for transmitting information, and they may be either constructive or destructive. Right speech means consciously refraining from speaking things that have a detrimental impact on others. It also requires using caution when distributing material that has not been validated and may be detrimental to others. Right speech also entails attempting to reconcile disagreement and disharmony, as well as promoting or restoring unison and harmony.

Right speech entails telling the truth to the best of one's ability, not causing division by telling different people different things, avoiding hurtful words, and avoiding exaggeration (Thich, 1998). Listening is a fantastic approach to encourage proper speaking since it allows us to

internalize and evaluate the words and intentions of others before responding. This may help to clarify how correct communication incorporates proper viewpoints and intentions. It may also clarify that leaders like Elon Musk and Muhammad Yunus, who have both embarked on business initiatives aimed at improving entire societies, are capable of practicing proper speaking if they put their minds to it.

BintaNiambi Brown, the CEO and cofounder of Fermata Entertainment Ltd. and a partner in Kirkland & Ellis LLP's New York office's corporate practice, is an interesting example of a leader who practices appropriate speech. Ms. Brown is also a successful fundraiser, using her enormous network to support political, humanitarian, and cultural causes (BintaNiambi Brown, N/A). Brown had a dilemma early in her career: disclose the truth and risk losing a rich contract, or keep the truth hidden and the deal would be signed.

She chose to practice correct speech by informing the client of a \$3 billion asset acquisition of what she knew, putting herself and her business partner at risk of a significant financial disaster. She was fully aware that stating the truth at such a crucial time in her career could jeopardize the deal and jeopardize her future job prospects. She was well aware that she was jeopardizing her professional reputation. She decided, however, that she could live with that rather than concealing the truth from her customer. The purchase eventually went through, and Brown learnt an essential lesson that would shape the rest of her her career: honesty is the best strategy (Giang, 2015).

Brown's actions are more than just correct rhetoric. Brown's professional choice and performance highlight the connection of the Eightfold Path's numerous treads. She first imagined herself as a lawyer when she was ten years old, after hearing a congressman tell her class that when he was their age, he knew he wanted to be a politician. After reflecting on her family's improved status as a result of the civil rights struggle, she decided that law was the best method for her to contribute even more to good causes. She understood that being a lawyer would allow her to make a difference in the future for big groups of people. She became a fundraiser for political causes, artistic organizations, and her alma mater, Barnard College, shortly after becoming a law firm associate and recognizing the dramatic lack of women of color in her position (Potkewitz, 2011).

Brown's tenacity propelled her to become one of the country's top young black fundraisers. At the age of 34, she was elected a trustee of Barnard College after being heavily involved in Hillary Clinton's 2008 presidential campaign (Potkewitz, 2011).

We may see the three treads of the Noble Eightfold Path discussed thus far: right views, right intentions, and right speech, as well as the ones to be covered later: right deeds, right livelihood, right efforts, right concentration, and right mindfulness, in Brown's above-described acts.

RIGHT ACTION

Surprisingly, right action begins with the cessation of an action: the activity of injuring ourselves and others (Thich, 1998). Right action has a broad definition since it requires carefully monitoring our behaviors and assisting in the protection of life and the well-being of all living beings in the broadest meaning conceivable. This includes no killing, stealing, or indulging in any other form of misbehavior. Because temptation is all around us, doing the right thing is not

as simple as it may appear. For example, homicide is a vast issue. It also includes things like not murdering for the sake of killing (hunting).

In today's world, where thoughtless, selfish behavior has resulted in global warming and the loss and destruction of countless innocent lives in the environment, right action is critical. While the human community has grown in many ways, it has done so at the price of many other beings: the economic disparity is higher than ever, meaning that some people are paying for the wealth of others. People and animals are abused on a daily basis in various parts of the world by those who allow themselves to be driven by mindless, selfish behavior. The unchecked destruction of natural resources in our few global rainforests without adequate replenishing, for example, has exacted a price, and because we do not live on an island, we will all eventually bear the brunt of these rash decisions.

While all of the leaders mentioned previously engaged in proper action, one in particular, Ray Anderson, concentrated on reducing and maybe discontinuing the act of injuring as soon as he became aware of it. Interface, the world's largest carpet tile firm, was founded and led by Ray Anderson. Anderson was a CEO like many others from the early 1970s, when he created the company, through the early 1990s, focusing on profit maximization and indifferent about the immense harm his firm's actions brought to the environment. While he complied with legal requirements, he did little to secure a long-term attitude to the environment.

In 1994, however, he was approached by a team from his company that was seeking to answer client inquiries. The queries were about the company's environmental vision, which was non-existent at the time. Anderson got fascinated by the subject of long-term performance and came to the startling discovery that he, like many other corporate executives, had lived the life of a plunderer and had never been punished for it. He began reading books that broadened his understanding of the subject, and the more he read, the more his intentions shifted toward correct behavior.

Anderson then set out on a mission to create carpets in a sustainable way, a task that required a great deal of effort and innovation to turn from impossible to doable, because carpet manufacture is by definition extremely harmful to the environment (Langer, 2011). Anderson's attempts to engage in right action went beyond the interface: he gave talks, wrote books and articles, and spoke with suppliers and fellow CEOs about the long-overdue sustainability movement (Langer, 2011).

After reading that the same source that produced the damage through a "take-make-waste" method (business) might also be the originator of a restoration of the biosphere catastrophe, he was inspired to achieve all of this (Anderson, 2007). Interface progressively increased its use of recycled and renewable resources from less than 1% to 49 percent as the years and efforts passed (Davis, 2014). Anderson worked on becoming the greenest top executive in America up until the year he died, 2011, and got multiple honors for being a model ecologically conscientious leader (Interface's Ray Anderson..., 2011).

RIGHT LIVELIHOOD

The term "right livelihood" refers to how people make a living. It mostly focuses on the nature of one's work and whether or not it is productive. Thich (1998) suggests some critical questions to consider in order to ensuring a right livelihood, including:

- a) Whether one is producing, dealing in, or promoting weapons of any kind that are used to kill and destroy;
- b) Whether one is engaging in practices that blatantly exploit people; and
- c) Whether one is involved in the production and/or promotion of destructive products such as alcohol and drugs.

Millard Fuller, the creator of Habitat for Humanity, is an underappreciated role model for living a good life. Fuller became a self-made millionaire before he was thirty years old, after studying economics and law. Despite this, he was rarely at home and spent little time with his wife and children (Millard Fuller..., N/A).

When his wife wanted a divorce, however, Fuller regained his focus on what he truly valued in life, which was happiness rather than wealth. He immediately gave all of his money to charity and dedicated the remainder of his life to being closer to his family.

When Fuller and his family visited a friend in Georgia, the idea of building homes for the impoverished piqued their interest, and Habitat for Humanity was formed. Fuller and his colleagues built over 300,000 homes for a total of 1.5 million people around the world. He had some difficult times with the board of Habitat for Humanity in the early 2000s, which eventually led to his departure from the organization. Fuller, on the other hand, was not one to sit still for long: he established the Fuller Center for Housing and continued to build homes for the underprivileged until his death in 2009.

Fuller may not have become a billionaire by proper livelihood, but he did not live in poverty, and most importantly, he was revered and appreciated by many people around the world. He was awarded the Presidential Medal of Freedom, the highest civilian honor bestowed by the United States, as well as countless other international honors, including more than 50 honorary doctorates (Fuller, Millard Dean, 2009).

RIGHT EFFORT

The term "right effort" is occasionally interchanged with "proper diligence." While putting forth effort is a commendable trait, it may be used for either constructive or detrimental purposes. People who work in industries that create products for destruction put up undeniable effort. Unfortunately, because of the agony it produces, this cannot be called a good attempt. Right effort, like the other eightfold way steps, necessitates a thorough examination of our acts, ideas, and intentions to determine whether they are helpful. Right effort, like the other aspects of the path, is highly personal in nature. It should be used as a means of reflecting on the causes of our pain and then taking steps to alleviate those causes.

Since the 1970s, Dr. Vandana Shiva has been advocating for the voiceless in matters of environmental sustainability and human health. As a scholar, Shiva is a vocal opponent of Western corporations' bio-prospecting initiatives in indigenous communities, and she pushes for social activism to safeguard communities from exploitation (Orozco & Poonamallee, 2014). Dr. Shiva has strong opinions on the world's most pressing issues. She connects poverty to today's worldview, which supports technologies to compensate for scarcity, environmental damage, ecosystem disturbance, and human poverty, all of which are caused by those same technologies. (Reason, 2014)

When Vandana Shiva became involved with Chipko, a grassroots organization led by mostly women to raise awareness about the illegal, huge chopping of trees in the Himalayan region, which is wreaking havoc on the environment, she realized she had found her calling. Shiva became aware of the importance of natural resources, the environment, and ecology to the poor as a result of her participation in this program.

She learned about governments colluding with big businesses to deplete resources; about irresponsible and unsustainable agribusiness trends; and about free trade treaties that supported the monopolization of global food production through new technologies, making them unavailable to small farmers, over the past decades. Dr. Shiva's fighting spirit was spurred by her understanding of these nefarious global events, prompting her to form "Navdanya" (meaning "nine seeds") to nurture seeds and encourage biodiversity (Manikutty, 2006).

"I believe there is a path forward, and I am trying to work in that direction," Dr. Shiva says (Manikutty, 2006, p. 92). Shiva, who is one of the founders of the International Forum on Globalization, claims that the problems we are experiencing with globalization are due to the terms that have been defined for integration, rather than the integration itself, which has been going on for a long time and will continue to do so. These terminologies have been defined by multinational corporations (Manikutty, 2006).

"What has seriously gone wrong with globalization is the notion of a global village," Shiva continues. The reality is a global supermarket modeled after Walmart. Walmart excels in maximizing profit margins, obtaining the lowest-cost production from anywhere it can, the lowest-cost sales through its retail systems, the maximum level of monopolization through economies of scale, and then ripping off workers and original producers" (Manikutty, p. 94).

Dr. Vandana Shiva continues to lead crusades, participate in forums, write, and speak out against globalization's predatory manipulation, particularly the use of genetically modified crops, which are widely regarded as a major threat to human health and the livelihood of agrarian peoples around the world (Specter, 2014).

RIGHT MINDFULNESS

We practice all other aspects of the eightfold path while practicing mindfulness: right view, right intention, right speech, right action, right livelihood, right effort, and right concentration. When we are mindful, we notice things that we often overlook: the grass, the trees, our partners, our coworkers, and our pets, and we recognize that they are all there right now.

It is only through our mindfulness that we can genuinely appreciate what we see and express our gratitude for their existence. We may encourage people to be mindful by our own mindfulness. Mindfulness's appreciation can ease the suffering of mindlessness and motivate us to take a step further, allowing us to focus on others, better comprehend them, and transform our own and their pain into joy (Thich, 1998).

Various strategies can be used to improve mindfulness. Up until the 1960s, mindfulness practices were thought to be largely Buddhist or similarly eastern-based, despite the fact that it is now a highly respected discipline. The 1970s, on the other hand, brought a tsunami of insight to the Western world, and mindfulness meditation and other techniques have since gained acceptance and are now being utilized as a kind of therapy (Adriansen&Krohn, 2016).

Mindfulness can be triggered in a variety of ways. Meditation is a popular method of relaxation. Vipassana, or insight meditation, is one of the most well-known kinds of meditation. It is the meditation practice in which Siddhartha Gautama, afterwards known as the Buddha, participated when he attained enlightenment. Because it does not require traditional procedures, Vipassana has grown into a global movement that is even more westernized than Zen. Vipassana meditation appeals to Buddhists and non-Buddhists equally since it may be practiced in a non-sectarian manner (Marques, 2008).

Howard Schultz, CEO of the Starbucks Corporation, is a leader who has demonstrated mindfulness in a variety of ways. As a businessman, Schultz was able to keep the larger picture in mind and make decisions that were not always in line with a laser-like focus on the bottom line. After a multi-year break, he returned to Starbucks as CEO in 2008, concerned about the excessive profit emphasis that threatened to alienate the firm from its fundamental activities.

Instead of being a means to an end, growth has become an end in itself. Customers' opinions were no longer important, and store location selection was no longer important. The Starbucks Corporation had transformed into a performance machine, where the value of stocks on Wall Street mattered more than the human experience: customers' opinions were no longer important, and neither was the selection of store locations (Hess, 2010). This development, according to Schultz, was in direct opposition to his oft-stated goal of "provid[ing] human connection and personal enrichment in cherished moments, around the world, one cup at a time" (Schultz & Jones Yang, 1997, p. 266).

Schultz returned to Starbucks as CEO in 2012, closing approximately 900 underperforming outlets and only opening new locations in locations where there was space for responsible expansion (Saporito, 2012). Schultz has learned vital lessons from past failures and will apply them to the company's benefit in the future. When Starbucks first began offering breakfast, for example, the aroma of fried eggs overpowered the well-known Starbucks coffee fragrance, alienating many coffee-loving consumers.

As a result, Schultz is being more cautious when it comes to adding new beverages and other products to its menu. Schultz's international performance also benefits from his experience: he no longer tries to force Starbucks products on new countries. Instead, he caters to local preferences and cultural trends. Gradually, this has resulted in an increase in the number of coffee drinkers in tea-loving countries like Beijing and Bangkok (Lin, 2012).

But it's Schultz's feeling of duty outside of the coffee industry that makes him a terrific role model for conscious leadership. Even part-time employees are called "partners" at Starbucks, which employs around 160,000 people worldwide. Starbucks part-timers, unlike other major employers, receive fair compensation, full health insurance benefits, and stock awards (Goetz & Shrestha, 2009), as a result of Schultz's own life experience as a child, when his father was laid off as a part-timer without health insurance following an injury.

For employees who work at least 20 hours per week, Schultz has now implemented college reimbursement schemes. To that purpose, he has formed agreements with a number of universities in the United States. He recognizes that a college degree may result in these people leaving in the long term, but his goal is to help them have more options in the future (Choi, 2014). Schultz was also crucial in aiding with the unemployment issues that arose following the Great Recession. The Starbucks Foundation has been supporting a campaign named "Create Jobs

for USA" under his leadership, which focuses on subsidizing job growth in underserved communities (Saporito, 2012).

Furthermore, the Starbucks Corporation has made significant progress toward its certification as a Fair Trade (FT) company, helping to raise awareness about this movement, and Schultz has stated strong support for employing people with disabilities (Marques, Camillo & Holt, 2014). Schultz talks to and listens to a lot of people on his many trips inside and beyond the United States, and he participates in activities that demonstrate his desire to make a good difference in other people's lives. He's been known to assist disabled soldiers he meets on his visits in regaining their sense of purpose in life.

After Hurricane Katrina, he directly participated in the rebuilding of homes in Louisiana. Howard Schultz and his wife established the Schultz Family Foundation, which funds many of his charitable initiatives, with a focus on rehabilitating veterans in the US economy and supporting young people who have a hard time finding jobs (Anders, 2016).

RIGHT CONCENTRATION

The Noble Eightfold Path's other parts are inextricably linked to right concentration. We can focus on what actually important if we concentrate properly. Whereas mindfulness pays attention to everything that happens, concentration focuses on just one thing at a time (Nouri, 2013). Right Meditation and Right Concentration are two terms that are frequently used interchangeably. Right awareness and concentration are both instruments for sharpening the mind (Nouri, 2013), and mindfulness meditation, also known as Vipassana, can help with both.

To be present wherever we are, we must concentrate. When we achieve that, we can fully appreciate each moment and let go of our preoccupations with the past or the future. When we concentrate properly, we can notice magnificent scenes and events that would otherwise go unnoticed if we were not focused. Because we are more focused on what matters now, proper attention can lead to higher happiness. We will eventually realize the ephemeral nature of many of our wants and learn to relinquish them if we engage deeply enough in correct attention (Thich, 1998).

Identifying a leader to model proper concentration is not impossible, although it may be a little more difficult due to the concentration's specialized focus. However, because each aspect of the path is intertwined with the others, it should be understood that the leaders offered as examples in the seven previously mentioned sections of the journey might be positioned alternately.

Right purpose, right speech, right action, right life, right effort, right mindfulness, or right concentration would all be represented by Elon Musk. Right thinking, right speech, right action, right living, right effort, right awareness, and right concentration might all be applied to Muhammad Yunus. Each of the other leaders is in the same boat.

The reader, however, is the model leader to be projected at this moment, bucking the scholarly tradition. There could not be a greater role model selected, assuming that everyone is a leader in their own right and that anyone reading this essay is motivated enough in making a good change toward a better future. The sole caveat is that it is necessary to thoroughly analyze one's motives before taking any action, because both constructive and destructive ideas, intentions, statements, acts, livelihood, efforts, mindfulness, and concentration are all part of the same interconnected cycle.

CONCLUSION

The purpose of this paper was to look at how Buddhist philosophy relates to long-term corporate leadership. This report also sends a strong message to global leaders, stating that the Buddhist philosophy's eight fold path is simple to implement in their organizations in order to achieve long-term results. The perfect leader, according to the Buddha, does not change his or her position in the face of trials and difficulties. This Buddha's instruction allows leaders to effectively foresee the environment and comprehend issues ahead of their opponents. An excellent leader must be able to accept all of the company's gains and losses, as well as the ability to turn defeats into successes.

Although a leader's approach may change to fit new circumstances, the leader's ideals and ideals remain rock-solid. Rooke and Torbert (2005) called attention to the "alchemist" leadership style. Leaders who are alchemists may reinvent themselves and their organizations. By combining the material and spiritual, they have the capacity to transform people and organizations. Alchemist leaders, according to Rooke and Torbert (2005), use charisma to reach out to individuals. They are guided by the truth and have high moral standards. This association is in line with the Buddhist view of leadership, which highlights how Buddhist leaders can combine material and spiritual elements to establish excellent moral standards for their workforce. They are also adaptable to change and willing to accept the realities of their surroundings.

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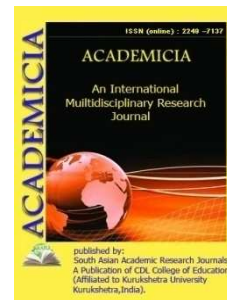
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DEVELOPING STUDENTS' INTERCULTURAL COMPETENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The approach to teaching a foreign language at a university can be defined as intercultural professionally oriented focused on developing students' intercultural communicative competence, which is a component of the professional competence of a university graduate and assumes the ability to solve professional problems using a foreign language. This article highlights the ways of developing students' intercultural competence in teaching English as a foreign language.

KEYWORDS: *Students, Culture, Communication, Cultural Competence, Intercultural Communication, Intercultural Competence, Practice-Oriented Tasks, Motivation.*

INTRODUCTION

As we know, communication is not just the transmission of messages, the exchange of thoughts, information, feelings, but also the most important social process that performs a connecting function in society. Communication is conditioned speech acts built by two or more communicants, each of them acts as a leader, and on the other hand, he is guided by the actions of his interlocutors. It is necessary not only to know the language, but also to understand the culture of the native speaker and interact with it, achieve mutual understanding and ensure the effectiveness of communication. In order to understand national values, the spiritual heritage of the culture of the people of the country of the target language and to avoid possible conflicts, it is necessary to direct the process of teaching foreign language communication to the integration of cultures. This leads to an enrichment of cultural experience and mutual understanding of the parties.

Intercultural communication is direct or indirect verbal communication of representatives of different ethno-cultural communities, and if considered in the broad sense of the word, it is the interaction of representatives of different ethno-socio-cultural communities. Intercultural communication helps to avoid conflicts between individuals and countries that have different cultural dominants [2]. Cultural competence is knowledge of the characteristics of culture; it affects the perception and understanding of the text, which in turn depends on the cultural, historical and social context, communicative situation, intellectual relations, and background knowledge of the communicants.

MATERIALS AND METHODS

To develop students' intercultural competence and the ability for intercultural communication requires special approaches to organizing foreign language classes. For constructive communication with representatives of another culture, you need not only information about everyday life, politics and philosophy, both in your own country and in the country of the studied language, you must have a clear idea of the daily life of the peoples inhabiting this country. "Intercultural competence implies not only knowledge and understanding of the similarities and differences between the cultures of the native country and the country of the target language, but also the ability to correlate one's own and foreign language culture" [3].

The assimilation of a foreign language culture is one of the important tasks of teaching a foreign language specialist at a university. It is especially important to emphasize the need to develop students' adequate sensitivity to a different culture, the ability to correctly interpret specific manifestations of communicative behavior in different cultures. All this contributes to the education of national tolerance and understanding of other people through their culture [3]. The ability to navigate a situation, analyze information, compare verbal and non-verbal means of communication, compare facts, develop the ability to double vision of the same situation (on their own and on the part of the interlocutor) is achieved through practice-oriented tasks. However, often the teacher comes across a contradiction between the desire of students to communicate well and easily in a foreign language, and the fact that some of them do not want to spend a lot of time on independent learning activities. They (students) believe that the necessary knowledge can be formed by themselves in the classroom and without much effort on their part. It is clear that such delusions are associated with a lack of cognitive interest in learning a foreign language and is often due to a lack of motivation.

Motivation in teaching a foreign language performs a function that includes three aspects [4]:

- a motivated student strives to work on the language productively, completing homework with high quality, looking for opportunities to learn more, using additional material;
- a motivated student sees a goal in front of him, has a strong desire to master the language and achieve success;
- a motivated student enjoys the process of learning a foreign language, experiences pleasure in solving mental problems.

All three elements: effort, determination, and pleasure distinguish people who are more motivated from those who are less motivated. Each element taken separately is insufficient to characterize motivation. Some students put in the effort but do not enjoy learning the language. Others may want to learn the language, but circumstances hinder their efforts.

A strong motivational stimulus is a sense of the achieved result. Understanding progress, however small, has a positive effect on increasing the desire to keep learning. Here, praise from the instructor goes a long way in keeping the student interested.

To increase motivation for learning a foreign language and the formation of intercultural communication, it is also necessary to use various types of tasks in the classroom, strive to avoid monotony and repetition, organize the process so that each student takes an active part in all types of activities. As an example, let's name such tasks as:

- Comparison of differences in culture and linguistic picture of the world (when studying colloquial structures and idioms);
- Listening to authentic texts (regional content);
- Filling in the gaps in the printed lyrics;
- Analysis of jokes in a foreign language, based on wordplay, performing tasks aimed at studying the shades of word meanings in various contexts.

Role play can have a special influence on the formation of students' intercultural communication. The learning process approaches real communication and involves students in oral communication. The game stimulates the mental activity of students and increases their motivation to study a foreign language and culture. At the same time, there is a concentration on the communicative use of language units. Role-playing games are a stimulus for the development of spontaneous speech associated with the solution of certain communication tasks. The student's interest in the role performed increases his motivational readiness for speech action, allows him to eliminate constraint, fear, stiffness (of course, if the theme of the game and the role are chosen by the teacher correctly), prepares them for the practical use of a foreign language in real intercultural communication and in the field of future professional activity.

Independent active-cognitive practical activity of students can be stimulated with the help of projects. When completing a project, the student independently plans his work. Here verbal communication is closely related to the intellectual and emotional context of other activities. The student gets the opportunity to independently design the content of communication. Working on a project contributes to the creation of a solid language base. In the implementation of any project, the activities of the teacher and students are subject to a certain logic, which is implemented in a sequence of certain stages and stages. As for the structuring of the project, when teaching foreign languages, the general didactic approaches are preserved:

- Goal-setting (definition of a topic, problem, hypotheses, project goals);
- Planning (determination of research methods, sources of information, evaluation criteria);
- Research (collecting information, solving intermediate problems);
- Presentation (defense and opposition) and evaluation of results (qualitative assessment of the work done).

The topics of the projects can be different, related to regional studies, the future profession of the student, reflect the most striking achievements in the field of world science and technology, dedicated to any political events. The project methodology teaches students to think creatively, independently plan their actions, solutions to their tasks, which in turn contributes to the

formation of motivation for intercultural communication. For intercultural communication (as mentioned above), socio-cultural knowledge about the system of values, beliefs, ideas, about the rules of etiquette adopted in other countries, as well as the willingness and ability to conduct a dialogue of cultures are required. Dialogue of cultures presupposes knowledge of one's own culture and culture of the country of the target language. Part of culture is art that reflects the national mentality. Speaking about art, it is difficult to overestimate the importance of using video materials in foreign language classes. They contribute to the development of socio-cultural and communicative competence. Watching films has educational, aesthetic, intellectual and emotional goals. Students acquire knowledge about the culture of the country, including literature, music, architecture, painting, history; the ability to correlate one's own culture and a foreign language [10]. It should be emphasized that students should learn a foreign language not only because they need a language. Learning a foreign language should definitely be fun. Properly selected regional and feature films can and should contribute to making learning a foreign language enjoyable.

Videos are especially useful for cross-cultural comparisons. Students see and hear how people behave in the country of the studied language, observe their daily life, interpersonal relationships, communication features, etiquette. By watching films, students not only fill in some gaps in the information plan, but also the necessary set of language and speech tools for the problems discussed. Working with video materials allows you to work out simultaneously the lexical, grammatical and phonetic skills of students. As a result of the use of video films in the classroom (yes, in fact, as additional tasks for independent work on the language), students acquire deep linguistic, cultural and socio-cultural knowledge. They develop skills and abilities of dialogical communication and discussion. Discussion of problems, which gives reason to talk about the formation of students' communicative and intercultural competence, allowing them to communicate in a foreign language with native speakers Basically, teaching a foreign language takes place outside the country of the target language, acquaintance with the socio-cultural component is possible only with the help of special materials that would reflect the reality in which a representative of the corresponding culture lives and functions. Textbook content should be engaging, realistic and socially relevant. Study materials should form students' own style of foreign language speech and social behavior, as well as interest and respect for the cultural and social traditions of other peoples. In this regard, authentic material is of particular importance. It includes printed texts from original sources of informative or reference nature, excerpts from works of fiction, reflecting characteristic pictures, situations from the life of people of the countries of the target language. It can be any printed matter related to life support in the country of the target language: signs, advertisements, different types of transport tickets, receipts, letters, theater programs, museum catalogs, etc.

CONCLUSION

In conclusion, we can say that the use in the educational process (and in the independent work of students) of new learning technologies (including role-playing games, projects, watching videos, using authentic printed materials) creates a real opportunity to increase students' competence for real intercultural communication in a foreign language in everyday life and in their professional activities.

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THE IMPORTANCE OF EDUCATION AND EDUCATION IN RENEWAL OF UZBEKISTAN

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ABSTRACT

The ultimate goal of social development is not the maximum increase in production, but the creation of conditions for people to live well, work productively, live a long life, live a healthy life (not get sick), receive education and knowledge. Is creating opportunities for nowadays, education plays a key role in defining the essence of every person's life. In the formation of a person's worldview, in the study of the secrets of life, in the search for his place in life, in short, in the formation of an individual as a part of the society in which he lives - as a person, his knowledge is very important. This article discusses this.

KEYWORDS: *Person, Education, Knowledge, Science, Skill, Qualification, Worldview, Intellect.*

INTRODUCTION

Consequently, the acquisition of the necessary knowledge and skills in the education system lays the foundation for his professional activity and the realization of his potential, his efficiency. That is why, in the theory of human capital, the level of education of the population is an important component of its basic value, and education and skills development are recognized as an integral part of human labor.

The Great Russian chemist D.I Mendeleev once said: "Education is human wisdom and invaluable capital that a person acquires over time and effort. A truly educated person finds his place when his knowledge and ideas are needed by the state or society, otherwise they are superfluous. "

The capital of educated people is the education and skills they have received. Regardless of the different definitions and interpretations of human capital, it is well known that it is based on education, which ultimately forms a person's certain characteristics and traits, such as

knowledge, level, skills and abilities. No human capital can be formed, used or extracted without education. It follows that education is one of the key components of human capital and is closely related to concepts such as the education system, educational services, quality of education and social partnership.

In addition, education in the world today is so popular among all continents, countries, social strata that it is now one of the tangible and intangible capitals of any state and society. As noted above, gross national capital consists of two types of wealth: tangible and intangible. Material capital has a direct material form; it exists in the form of real estate or financial resources. Intangible capital, as its name suggests, has no material form. But it always exists side by side with material capital and as a factor that increases its quality, value and productivity. This intangible capital can be called the capital of education, which is the basis and core of human capital.

Educational capital for human education (primary, secondary, specialized secondary and higher education, postgraduate education) and vocational education (retraining, advanced training) handles the life costs of the state, family, society, sponsors.

These funds are systematically spent over a long period of time on the formation of human capital, since the educational process takes several years (months, weeks), depending on the type of training. Education also requires certain expenses for a specific person (contract payment, living and tuition expenses during the period of study - accommodation, electronic equipment, books, stationery and other expenses). A person who expands his knowledge by types of education, such as secondary specialization, correspondence and evening education, advanced training and retraining, may sometimes not be able to work at the level of his abilities, and his / her labor productivity may decrease, income may decrease. These indirect economic losses are also included in the cost of education.

The acquired education, knowledge and skills can become outdated and lose their value over time. Consequently, education and knowledge, which form the basis of human capital, must be constantly updated and improved. The motto "Long live learning", which has appeared in the West in the last quarter of a century, also reflects the need for continuous training of modern workers and specialists.

There is one very interesting and relevant aspect of the problem for all: the question of whether the level of education and upbringing is directly related to the level of life expectancy and the standard of living that a person has throughout his life. Researchers at the University of California, Berkeley have found a link between a person's educational level and his or her life expectancy. Every year a person receives education until the age of 35, which ultimately adds a year and a half to his life. The mortality rate among people with secondary education is 54% higher than among people with higher education. The average life expectancy of those who have completed higher education by age 25 is seven and a half years longer than those who have completed secondary education. This means that the knowledge gained as a result of education helps a person to live a long life, and as a result, education is a special sociobiological process.

Education is like spending money on your own well-being, because education increases their opportunities and value in the labor market, and also helps to maintain a steady job. An educated person can also quickly move up the career ladder, work in jobs that do not require large physical costs, in pleasant and highly paid jobs. As a result, such a person lives in the most prosperous

and safe parts of the city, leads a healthy lifestyle, rarely suffers from stress and other unpleasant situations.

In fact, there are many suras, hadiths and wisdom in Islamic creed that contribute to lifelong learning: "Knowledge is compulsory for Muslims and non-Muslims", "Study science even if you go to China", "Saheeh hadiths such as" Seek knowledge to the grave of the cradle "are examples of this. An educational institution can be viewed as an enterprise, a production process that lasts a certain period of time and prepares specialists for different spheres of life - an excellent socio-economic product. Higher education can be viewed as a means of production that will help its owner create decent living conditions in the future.

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Also, an educated person solves life problems quickly, without unnecessary difficulties, chooses a suitable spouse, because he knows people well, because his financial and spiritual condition is good, which leads to a happy family, and healthy scrap is children. Educated people maintain friendly and healthy relationships because they are surrounded by people and their brothers and sisters belong to the same group. All of these factors indicate that an educated person is happier than others.

So, the development of a person and society is a single process. Intensive development of production, development of science and technology, culture and art for the benefit of man, improvement of the spiritual world the key to these processes is the educational system, as well as the quality and scope of human education. This is why states and societies must strive to create educational opportunities for all. In the 21st century, this becomes an axiom. As Peter Drucker, a renowned sociologist and economist of the 20th century, said: “Today education is a real capital. And the development of public education is the most important means of capital accumulation. The number of educated people, the quality of their education and the practical application of this knowledge are a clear indicator of a country's ability to create wealth. ”

On October 30, President Shavkat Mirziyoyev held a videoconference, at which they discussed issues of improving the education system and accelerating the development of science in the country. The videoconference discussed problems in the field of education, the tasks of solving them and improving the quality of education.

The head of state emphasized the need to revise the study load and the number of lessons in schools, to create a methodology that encourages schoolchildren not only to remember, but also to think.

It was also agreed that the appointment of school principals will be carried out on a competitive basis in direct agreement with local councils. For the effective implementation of the new methodology, all school teachers will be trained via video communication with the participation of foreign experts. Most importantly, pedagogical universities and institutes will be involved in these processes, and the teacher training methodology will be updated. Advanced textbooks in mathematics, physics, chemistry, and biology and computer science will also be studied in depth abroad.

It was noted that mayors are personally responsible for such economic issues as renovation, improvement and heating of schools. It is also important to attract graduates who are unable to graduate into a particular profession or business.

Therefore, starting next year, it is planned to introduce into practice the determination of the interest of boys and girls in the profession from the 7th grade and their gradual career guidance. Industrial, agricultural and service enterprises of the region will be attached to the schools.

It was noted that it is necessary to develop a rating for each school, and on its basis - a rating of districts, cities and regions in terms of the quality of education. Ratings are used to assess the performance of school principals and deputies, teachers, mayors and their education advisors.

School principals in the top five of the ranking will receive more than the local budget. In particular, school principals and their deputies receive benefits ranging from 3 to 12 times the minimum wage. At the same time, the head and methodologist of the department of public education, principals of schools and 2 advanced teachers of schools that took first and second places in the district rating will be provided with two weeks of free trips to the sanatorium every year through trade. Unions Devoted teachers are also encouraged in other ways.

In conclusion, we can say that the process of education and upbringing in Uzbekistan, which is being updated today, is also entering a new phase.

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FEATURES OF SIMULTANEOUS OPERATIONS FOR GYNECOLOGICAL AND SURGICAL PATHOLOGY IN A WOMAN OF FERTILE AGE

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ABSTRACT

The presented work presents the concept of simultaneous operations, a review of domestic and foreign literature on the problems of performing simultaneous operations in gynecology - issues of terminology, classification, features of performing combined operations when combining gynecological diseases with another surgical pathology. The main advantage is the ability to reduce the burden on the patient's body, reduce the time of treatment and recovery. In some cases, such operations are not the surgeon's choice, but are dictated by the need, for example, in traumatology or in complex lesions.

KEYWORDS: *Simultaneous Operations, Gynecology, Surgery, Pathology.*

INTRODUCTION

Simultaneous (combined, one-step) operations are operations in which up to five different surgical procedures are performed simultaneously during one surgical intervention. Most often, such operations are found in general surgery, gynecology, vascular and plastic surgery. The main advantage is the ability to reduce the burden on the patient's body, reduce the time of treatment and recovery. In some cases, such operations are not the surgeon's choice, but are dictated by the need, for example, in traumatology or in complex lesions.

BENEFITS OF SIMULTANEOUS OPERATIONS

- Reducing the number of hours under general anesthesia. No matter how gentle the anesthesia is, it does not pass without leaving a trace for the body, in particular, for the vessels and the brain. Also, according to patient surveys, the most stressful moment of surgical intervention is precisely anesthesia.
- Possibility of simultaneous treatment of gynecological, surgical and urological pathology. For example, the simultaneous removal of the gallbladder and the treatment of gynecological diseases
- Saving time. The recovery period after surgery is on average from a day to 10. One-stage operations allow the patient to reduce the total time spent in the hospital.
- Cost savings. In the case of surgical interventions in a paid clinic, simultaneous operations can significantly reduce the total cost of treatment.
- Psychological comfort. For the patient, a simultaneous operation is perceived as one surgical intervention, which significantly reduces the stress and anxiety levels before and after the operation.

SIMULTANEOUS OPERATIONS IN SURGERY

Simultaneous (simultaneous, combined) operations are surgical interventions, during which several procedures are performed at once. Combined operations can solve several health problems at once. According to WHOM statistics, about a third of all surgical patients need simultaneous operations.

INDICATIONS AND BENEFITS

Simultaneous operations are shown to the patient in the case when several pathologies are found in him at once, requiring surgical treatment.

The main advantage of a simultaneous operation is to minimize the negative consequences of anesthesia. Since in the course of one session it is possible to treat several pathologies at once, the load on the body decreases, the area of influence and the degree of tissue trauma decreases, and it is also possible to avoid a repeated recovery period. And modern surgical equipment, the use of laparoscopic methods with low-traumatic access and the professionalism of surgeons make it possible to achieve the maximum efficiency of the operation.

Carrying out a one-step surgical intervention can reduce the patient's stress caused by the fear of surgery and anesthesia. And it will also reduce the cost of treatment, since there will be no need to undergo preoperative preparation several times, pay for repeated anesthesia and hospital stay.

PREPARATION FOR A SIMULTANEOUS SURGERY

Preoperative preparation for a simultaneous operation includes the following examinations:

- Blood tests (general, biochemical, coagulogram, tests for hepatitis, syphilis, HIV);
- General urine analysis;
- ECG;
- Fluorography.

The increase in combined gynecological and surgical diseases and, consequently, the need for their surgical treatment, which is reflected in a number of publications. The frequency of such a pathology, according to WHO, is 20-30%, while every tenth patient needs surgical treatment. According to modern foreign and domestic healthcare organizers and practicing surgeons and gynecologists, it is quite acceptable that up to 60% of all surgical interventions are performed on an outpatient basis, and their list increases with the development of new surgical techniques, and the active development and implementation of endoscopic methods of diagnosis and treatment of gynecological patients allows them to be widely used in one-day hospitals.

It has been shown that the combination of diseases of the female genital organs and cholelithiasis (GSD) is, according to summary data, from 16 to 63%, but of these patients, only 1.5–6% undergoes simultaneous surgical interventions. Thus, a number of studies have shown that in the period from 2000 to 2013, there was a steady trend in the world of an increase in the frequency of the combination of gynecological pathology with cholelithiasis, and chronic calculous cholecystitis was diagnosed in patients with uterine myoma in gynecological hospitals in 12, 7-20%.

Simultaneous surgical interventions, while simultaneous surgical interventions in gynecological patients with varicose veins of the lower extremities are preferable to start with an operation on the veins of the lower extremities. According to other authors, the optimal condition for the surgical treatment of gynecological patients with varicose veins of the lower extremities is to perform simultaneous surgery on the veins of the lower extremities and pelvic organs by two teams of surgeons, while it is preferable to start with an operation on the veins of the lower extremities, since when creating a pneumoperitoneum during endoscopic gynecological operations in patients without venous pathology, there are signs of a decrease in venous return from the lower extremities, which can contribute to thrombus formation in the veins (a decrease in the average blood flow velocity in the common femoral vein by 7.3% was noted). The author also notes that planned combined operations in gynecological patients with varicose veins of the lower extremities are an important method of intensifying the work of a surgical hospital.

The formation of intraperitoneal and pelvic adhesions is noted in 63–92% of cases in the recovery period after undergoing abdominal operations, and in gynecology this problem is especially urgent, since the development of the adhesion process not only leads to a deterioration in the quality of life of patients due to pain syndrome, an increase in the risk of repeated operations, but also contributes to the development of tubal-peritoneal factor of infertility in patients of reproductive age. Adhesive disease of the small pelvis I – II degree. revealed in 18 gynecological patients: with uterine leiomyoma - in 4, uterine myoma in combination with diseases of the appendages - in 4 and with diseases of the appendages of the uterus - 10. Using the laparoscopic technique, adhesiolysis and conservative myomectomy + ovarian resection were performed in 8 cases, cystectomy - at 5 and oophorectomy - at 5.

A large number of works have shown that even laparoscopic surgery practically does not reduce the frequency and prevalence of adhesions, and therefore it should not refute the basic surgical canons aimed at preventing adhesion, namely the use of special anti-adhesion barriers: self-absorbable membranes (Interceed, Preclud, Seprafilm) or liquid media (Intercoat, Adept, Spray shield, Intergel, Sepracoat, Hyskon). Therefore, after performing all operations, we used anti-adhesive barriers Mesogel, Antiadgezin, Inter coat, Inter ceed. No complications, as well as relapses of adhesive disease, have been identified.

All groups of our patients had no intra- or postoperative complications. Although the literature data indicate that the number of postoperative complications after simultaneous operations in women with diseases of the internal genital organs, according to the combined statistics, is 2–7.0%, the mortality rate is 0–0.5%. According to a number of authors, the implementation of the simultaneous stage in most cases does not lead to an increase in the number of postoperative complications in comparison with isolated interventions.

When planning the surgical treatment of diseases of the pelvic organs, it is necessary to expand the standard of preoperative examination to identify combined extragenital diseases that require surgical correction.

Analysis of the treatment results in different groups of patients showed that the early postoperative period after isolated operations and simultaneous interventions does not have significant differences in the intensity and duration of pain syndrome, the timing of recovery of the main functional systems and physical activity of patients, as well as in the average indicator of postoperative temporary disability of the patient.

A comparative assessment of one-stage and simultaneous operations showed that with the correct selection of patients with combined pathology, adequate preoperative preparation, an individualized choice of the method and volume of the operation, a slight increase in the time and volume of the operation does not have a significant effect on the incidence of postoperative complications, however, it leads to significant savings in financial resources as at the hospital and at the outpatient stage of treatment.

CONCLUSIONS

One of the main criteria for the quality of the provision of surgical care in an outpatient setting is the predictable management of the postoperative period with the prevention of all possible complications. To this end, on the eve of the operation, all patients are invited by us for a clinical analysis, where, together with the anesthesiologist, we clarify the need and the possibility of maximally reducing the amount of drugs taken before the operation and work out the scheme of postoperative drug intake for the prevention of surgical complications and decompensation of chronic therapeutic diseases (the patient must know in advance, what drugs and in what regimen he will take in the coming days and weeks after the operation). Patients are given detailed reminders of behavior on the eve of the operation and in the immediate postoperative period, performed in a spirit of high optimism. Special attention of doctors of all specialties always requires the topic of discussing the prevention of thromboembolic complications, taking into account the patient's age, the presence of obesity and other concomitant pathology, as well as the risks of surgical treatment and anesthesia.

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THE STATE AS A CARRIER OF HISTORICAL AND CULTURAL TRADITIONS

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ABSTRACT

This article describes the analysis and research within the frame work of the main tasks of the state. It covers in detail, on the basis of reliable our ces an danin-depthanalytical approach, the issues that the state is the main protector of the cultures, values and traditions of the peoples of this state and the main guarantee of their survival. It is true that the information in those writings may seem unnatural from today's point of view. A style of government formed on the basis of some kind of violence may have appeared in the epics in the form of an institution alienated from the people. But no matter what is done, no matter what is done, it is known that the ancient kingdoms, the rulers, were formed on the basis of the principle of hope, solidarity.

KEYWORDS: *Political Power, Security, Prosperity, JJ Russo, Globalization, Liberalization, "Marketing" Of Social Relations, Yu. Buryakov, M. Heidegger, Cultures, Values, Nation, State, "Avesto"*

INTRODUCTION

To date, the state has been studied in two ways: on the one hand, as an institution of political power, and on the other hand, as a political organization responsible for ensuring the safety, well-being and stability of members of society living in the respect tiveadmini strative-territorial space .As a result, the state was considered mainly the subject of legal, political science and later political research. Appreciating the fruit full work of the above-mentioned branches of science in this area, the need for a particularly philosophical approach to the problem of the state in the context of further globalization, liberalization, "marketing" of social relations seemed obvious.After all, the problem of the state is hidden in the philosophical context behind its daily observations, but has the opportunity to demonstrate the transcendental tendencies of the social, spiritual and moral aspects, which are more relevant today. It is known that it is impossible to see, summarize and put these aspects into practice.In terms of its strength and potential, the state,

both as a program, as an idea and as a form of activity, can become a simple element without moral parameters.

The state emerged, which, in spite of various anarchist pressures, served only man, and thus justified itself in public. After all, it was "written" on his "forehead". But human nature is complex and does not fit into any pattern. It is difficult to know in advance what his behavior will be. From this point of view, it is already clear how the state works, first of all, it has to do with human nature, not with itself. Unfortunately, man did not know that the reason for the negative change in the behavior of the state was in himself. Most still think so. In this connection, we think it is appropriate to quote an opinion expressed by J.J. Russo at the most difficult periods in the history of statehood. "If we look closely at the evolutionary state of a state full of various coups, the development of laws and regulations, then the introduction of institutions that monitor and explain their observance, and finally, unfortunately, the autonomy of the government operating within these norms, is arbitrary," he said. We see that it has become a force based on the principle of "[3], - concludes the thinker. Simply put, this has been proven many times, legal norms, restrictions, the establishment of oversight bodies and, ultimately, the inability of the enlightened government to use force, the inability of man himself, his desires, to control his desires. As a result, if the power of the state belongs to the members of society, then there is a paradox that this power is used against some people or a criminal group. This is a trend that is unique to all countries, and its rate of decline depends on the people themselves. It is not for nothing that our ancestor Yassavi once said, "Your deeds have diminished, the people have lost their compassion ..." [4]

It is clear from the above that the scope of state functions is not determined only by one or more of its decisions, but also far beyond the ordinary concerns of the people (regulation, compromise), far from the ordinary eye, and therefore unknown to many. There is also a creative function and it is natural that not everyone feels it. One of them, in our opinion, is the great spiritual power of the state - the state, which first realized the importance of statehood in a particular space, took root in the minds and activities of ancestors, and then accumulated the potential of countless ancestors. And the role is incomparable. This spiritual resource, the power that would have been passed down from ancestor to descendant in the absence of a state, would have been completely erased from human memory. Without the state and the skill of statehood, the preservation of the cultural and spiritual past of each nation (society), today the state would be replaced by a mere mob or a placeless crowd. As we feel and appreciate the immense power of historical memory, we must not forget for a second that the most important factor that preserves it is the state.

The state has preserved the historical and cultural resource of spiritual nourishment necessary for today's generation, contemporaries, and survived the terrible trials and fires. In this sense, the state acts as both a guardian and a carrier of the spiritual power necessary for the nation, the people and, if necessary, the motherland. Based on this, some comments can be made about the Uzbek state and statehood. Well-known archeologist-historian Yu. Buryakov clarified this issue and gave the following opinion. The Avesto, a collection of ancient Zoroastrian hymns, mentions that the kingdom of the mighty Turs, ruled by the legendary ruler Afrosiab, who lived behind Mount Qangha in Chan (Tashkent's archaic name), was ruled by Turan. put into circulation "[5], - says the scientist. The conclusion to be drawn from this is that our ancient ancestors (regardless of the term to which they belonged) had a deep understanding of the nature of the country, the

state, and valued its place in human life. For example, one of the earliest parts of the Avesto in Bundakhishn [6] is the Aral Sea (according to the Avesto - Frakhvkard), a ridge of skyscrapers lying in the south of the region (according to the Avesto - Hunvand) and the country there (according to the Avesto - Ganavad) from the Caspian Sea. [7] The southern region (Mazondaron according to the Avesto) and the seven countries (Keshvar according to the Avesto) where the population lives are mentioned, and unique information is given about the coexistence of peoples in unity and harmony.

So it is possible to be sure of the fact that statehood was formed several thousand years ago on our ground, people came to a solution in solidarity with their daily chores, mutual human relations were formed. Among our ancestors who lived in ancient Uzbekistan (from a geographical point of view), but later came up with the term "Uzbeks" [7], in inscriptions inherited from intelligent people, in stone inscriptions there are convincing reports that people lived in this latitude uninformed because of the virtuous rulers. The kingdoms here, the nobility rulers, on the contrary, the brave struggle against the enemies that brought danger to our peaceful lives, the fact that our ancestors gave their native land into the hands of others, the fact that it gave life to that period, the messages about social relations, including folk oral creativity folklore and friendship, passed from mouth to mouth in the. It is noteworthy that today's generation can learn a lot from them about the form of statehood created by our ancestors, its structure, political hierarchy, social prestige, although relatively primitive.

It is true that the information in those writings may seem unnatural from today's point of view. A style of government formed on the basis of some kind of violence may have appeared in the epics in the form of an institution alienated from the people. But no matter what is done, no matter what is done, it is known that the ancient kingdoms, the rulers, were formed on the basis of the principle of hope, solidarity. For example, in the epic Qutadg'u Bilig, Elig is a symbol of our indifference to the perpetrators of violence. Whether it's my son or far away. In terms of justice, both are the same for me. "[8] The conclusion to be drawn from this is that the kingdom, although it used force against some, did its duty to the common kitchen, as a residence, for generations, as well as to humanity.

When we talk about the socio-historical role of the state, if we pay attention to the line of thought of one of the famous philosophers of our time M. Heidegger, some aspects become clearer. "It's as if our unity is holding us back," he said. We are constantly moving towards this unity to one degree or another, or more precisely, we are on the same path, "the scientist concludes. According to Heidegger, existence is the essence of all things in this universe, today and the future, and they all form an entity in harmony. That's all there is to it.

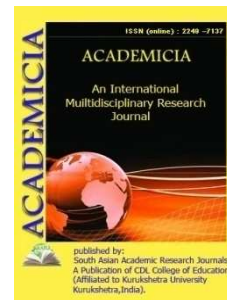
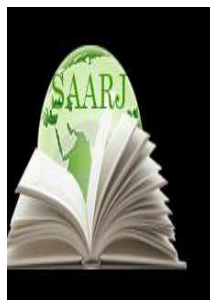
We are interested in the fact that in the state there are countless emanations of being, all the peculiarities of being in the form of appearance, in particular, the fact that it encompasses social processes. Thus, as a method and form of manifestation of a social or a being in general, it is a special law to cover important aspects of the state throughout its history, to reflect it in its activities. But it is difficult for all societies to have similarities in the conditions of nature, the order of social relations, and on this basis the conception of the world. According to him, there are many uniqueness and peculiarities in their spiritual and cultural foundations, rich historical experience and the way of transmitting it to future generations. But at the same time, it is true that the state is a carrier of historical and cultural traditions and patterns. If we apply it to Uzbekistan, it would not be a mistake to say that it is a priority for Uzbeks to imagine our daily life, the

realization of their dreams, their stability and prosperity in close connection with the activities of the state. "Our national statehood has thousands of years of ancient history and rich culture" [1], - said President Mirziyoyev.

It is known from history that the state and statehood have a special place in the minds of our ancestors. It is reflected in the rare manuscripts and inscriptions that have come down to us and has become our cultural heritage, and thus formed the mindset, activity and mentality of our ancestors. Evaluating the spiritual resources of our people, the First President said: "The whole world recognizes that this region, now called Uzbekistan, is one of the cradles of our homeland, the East, but also the cradle of world civilization. PolishedThe intricate waterworks built before and after our era, the monuments that have not lost their splendor and majesty to this day, testify to the high level of agriculture, handicraft culture, architecture and urban planning in our country since ancient times. The oldest manuscripts that have survived the ordeals of the cruel period, from inscriptions to more than 20,000 manuscripts in our libraries today, contain ten books on history, literature, art, ethics, philosophy, medicine, mathematics, physics, chemistry, astronomy, architecture, agriculture. Thousands of works are our incomparable spiritual wealth and pride. There are few people in the world with such a great heritage. "[2]Explaining this point, I. A. Karimov, on the one hand, said that the main guarantee of their arrival to us is that the Uzbek state, which has a history of several thousand years, has one of its main qualities - respect for the past, and the culture of presenting to the present generation. seems to have emphasized the need to continue.

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USEFUL PROPERTIES OF APRICOTS AND METHODS OF DRYING IN LABORATORY AND NATURAL CONDITIONS

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ABSTRACT

Consumption of apricots has a positive effect on the general condition. It has many beneficial properties and contains many trace elements, minerals and vitamins. In the absence of fresh apricots, sorghum can replace it. Therefore, this article provides information on drying apricots in both natural and laboratory conditions. Consumption of apricots has a positive effect on the general condition. People suffering from cardiovascular and gastrointestinal diseases or overweight should pay more attention to this fruit

KEYWORDS: Subkhoni, Jubilee Navoi, Sholakh, Lolacha Buxarskiy

INTRODUCTION

The Purpose of the Study: Drying of different varieties of apricots in the laboratory and in natural conditions and the study of the results between them.

Materials and Methods: Sources of information on the changes in the results of drying of laboratory and natural conditions of different apricot varieties and materials related to the study of the influence of various factors were used.

RESULTS AND DISCUSSION

- Apricots are good for hypovitaminosis or avitaminosis and anemia. He, as well as to strengthen the health of cancer. This wonderful, appetizing fruit enhances the body's ability to fight various diseases and restores the body's vital functions.
- Consumption of apricots has a positive effect on the general condition. People suffering from cardiovascular and gastrointestinal diseases or overweight should pay more attention to this fruit.

- Anti-obesity apricots are eaten as a dietary product. Dietitians around the world have come to the conclusion that apricots are a useful product for metabolism and digestion
- It is recommended to eat this fruit, which is rich in magnesium and phosphorus, for brain activity. Its magnesium is also used to lower high blood pressure.



In the absence of fresh apricots, sorghum can replace it. So it is natural that everyone has a question.

Which apricot varieties are suitable for drying and retain certainly useful properties?

Not all varieties of apricots are suitable for drying. Today, there are about a hundred varieties, depending on the taste, intensity of aroma, amount of fruit and ripening period.

Preference should be given to varieties that produce large, fleshy and sweet fruits. When choosing a candidate, remember to pay attention to the taste of the fruit, because the fruits do not feel bitter.

Therefore, we use some varieties of apricots. For the experiment, such varieties as "Sholokh", "Jubilee Navoi", "Subkhoni" and "Bukhara tulip" were used.

- That is, the "Jubilee Navoi" apricot variety high yielding and high quality variety. The fruit is large (45gr). Golden-yellow color. It ripens in late June and early July. Yield 200-220s / ha.
- Subkhoni-Turshakbop and Khoraki jaydari varieties are zoned for planting in Andijan, Bukhara, Tashkent and Fergana regions. The tree is big. The fruits ripen in early July, large (35-50 g) hairy, light orange, flesh pale yellow orange, sweet and slightly sour taste.

It is convenient to dry apricots in the laboratory and to store them at different conditions and temperatures. If the results do not work, the conditions can be changed. Two different methods were used to dry apricots in the laboratory. was carried out. In this case, the mass of the obtained variety was obtained with grains of 1000 g (mass of grains 95 g), ie the mass obtained without seeds was 905 g. This can be seen from the results in the table below.

DRYING APRICOTS IN THE LABORATORY UNDER AN ELECTRIC DRYER (CONSTANT TEMPERATURE 40 ° C)

№	Apricot varieties	The number of fruits per 1 kg of mass	Drying methods	Amount of mass to be dried (gr)	Output amount of finished dried product (gr)	Drying time (hours)	Sugar content (%)
1	Subkhoni	29	With core	1000	286	65	27,5
			Divided into 2 without core	905	213	46	
			Core mass	95	70	46	
2	Jubilee Navoi	29	With core	1000	304	65	19,6
			Divided into 2 without core	905	202	46	
			Core mass	95	69	46	
3	Sholakh	27	With core	1000	199	65	16
			Divided into 2 without core	948	148	46	
			Core mass	52	39	46	



Fresh, non-breakable excess fruit is not selected for drying apricots in the sun. The fruit is carefully washed and the seeds are removed.

In a natural way, apricots are dried on wooden sheets. Half of a seedless apricot is cut so that it does not lose its apricot juice when dried, without being too hard on the leaf. Apricots should be in the sun for 4–5 days, depending on the size.



You need to make sure that mosquitoes or bees do not fall on them; otherwise such a product may contain harmful bacteria. At night, they should be brought into the room, and in the morning after the dew falls, they are released into the air, otherwise the fruits will remain moist. During the drying process, the apricots are rotated from time to time so that they dry evenly on all sides. After drying in the sun, apricots are dried in the shade for 3–4 days.

All this involves drying the apricots in natural sunlight. For this reason, apricot varieties were dried in natural sunlight and in the laboratory for research. These results can be seen in both tables, and the results are tabulated by calculating the total mass, the dried mass, and the net dry mass in exact proportions.

- The experiment is in the open field on the experimental site of Tashkent State Agrarian University and in the laboratory in the laboratory of the Tashkent State Agrarian University: Faculty of Agricultural Storage and Processing.

NATURAL DRYING OF APRICOTS IN A SOLAR BATTERY DRYER

№	Apricot varieties	The number of fruits per 1 kg of mass	Drying methods	Amount of mass to be dried (gr)	Output amount of finished dried product (gr)	Drying time (hours)	Sugar content (%)
1	Subkho ni	29	With core	1000	306	168	27,5
			Divided into 2 without core	900	210	72	
			Core mass	100	70	168	
2	Jubilee Navoi	29	With core	5000	1350	168	19,6
			Divided into 2 without core	3650	757	72	
			Core mass	350	250	168	
3	Sholakh	27	With core	6000	1250	168	16
4	Lolacha Burarskiy	28	With core	5000	1200	168	19,3
			Divided into 2 without core	2750	465	72	
			Core mass	250	150	168	



How To Store Dried Apricots: It is important not only to dry, but also to properly store the dried fruits of apricots.

This is very important! To preserve the dried fruit for the longest time, they should be folded into a gauze bag and stored in a cool and well-ventilated room with a humidity and air temperature of not less than 10 degrees.

If this is not possible, dried apricots should be stored in paper bags or bottles, in tightly closed jars that should be regularly opened to the air for a short time.

CONCLUSION

As a result of two years of research, the following conclusions can be drawn:

Observations show that during the two years of the experiment, apricot varieties, Subkhoni, Jubilee Navoi varieties in the experiment on cutting and drying apricot fruit in an electric dryer in the whole case 27.8 - 28.8%.

In the second version of our study, Lolacha Burarsky (control) - 25.9% and Sholakh - 25, in our two-year experiment, ie in the experiment on drying apricots in an electric dryer, the best dried product yield. 0% was observed in varieties.

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LINGUISTIC SEMANTICS - IN THE VIEW OF WORLD LINGUISTS

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ABSTRACT

This article describes the formation of semantics as a separate linguistic field, its historical stages, and the scholars who contributed to its formation as a field. Some of the views of scholars who have conducted research for the development of semantics in world linguistics have been analyzed.

KEYWORDS: *Language, Language Unit, Semantics, Word Meaning, Semantic Change, Linguistic Semantics, Semantic Development, Semasiology.*

INTRODUCTION

Linguistic semantics has a special place in linguistics. As semantics began to emerge as a separate branch of linguistics, there was a debate among scholars about its object of study. Linguists have done a lot of research for the development of the field. The result is a team of scholars who interpret linguistic semantics in a broad and narrow sense.

Although the issue of semantics has been the focus of attention since ancient times, it has been studied by linguists of the 19th and 20th centuries as an independent field. Early views on semantics were based on semiotics and logic. In the further development of semantics, Ch. Pierce, F. de Saussure, and Ch. Morris's views are of particular importance. In the research of G. Frege, B. Russell, A. Tarsky, R. Carnap and other scientists, the problem of semantics is considered to be related to the problem of logic and thinking.

Semantics, phonography, syntax, and morphology are as much a part of grammar as other parts. Semantics as a linguistic field has a research object and topics. The complexity of semantics is that scholars in this field are not only linguists, but also philosophers and psychologists. They should also be familiar with scientific issues such as There are several definitions of semantics in the scientific literature, and here are some of them.

Semantics (Greek *semantikos* - signifier, expressive) - 1) the whole content, meaning, information, expressed through language or any of its units (word, grammatical form of the word, phraseology, phrase, etc.); 2) Department of Linguistics, which studies the spiritual aspects of different language units; semasiology. Some lexical items denote concepts, and these concepts can only be expressed by complete sentences and their combinations. Consequently, the object of study of S is also a system of meanings of words and sentences with a complete, independent meaning. S. began to develop as a science in the second half of the 19th century and has gone through several qualitatively different stages. Semantics is also used in information technology. [O'zME., 2000]

"There are many ways to learn meaning. Linguistic semantics is the attempt to explain the knowledge of any speaker who knows the language, allowing the speaker to convey truths, feelings, intentions, and imaginary products to other speakers, through which they communicate ... Everyone is the core of the language understands and masters the conditions - speech, pronunciation, meaning and content of each element. " [Charles W. 1998]

Semantika lingvistik soha sifatida nisbatan keyingi davrlarda shakllangan bo'lsa-da, aslida u eng qadimgi davrlardayoq mavjud edi, lekin u davrlarda semantika masalalariga falsafiy tafakkur doirasida qaralgan. Muayyan vaziyatlarda so'z ma'nolarining o'zgarishi, tafakkurning tilda aks etishi, tafakkur va til taraqqiyoti muammolari XVII-XVIII asrlarda falsafiy hodisalar sifatida tadqiq qilindi. XIX asrga kelibgina tilshunoslikning etimologiya sohasida bir so'zdan boshqa bir so'zning yasalihi, so'z ma'nosidagi o'zgarishlarni aniqlash va tahlil qilish talabidan kelib chiqib, semantika masalasiga e'tibor qaratila boshladi. XIX asrning ikkinchi yarmida tilning nafaqat tovush, balki psixologik tomoniga ham qiziqishning ortishi semantikaning so'z ma'nolaridagi o'zgarishlarni tadqiq qiluvchi soha sifatidagi nufuzini belgilab berdi.

"Semantika" terminini fransuz tilshunosi Breal fanga kiritgandan so'ng semantikaning keyingi taraqqiyoti XIX asr oxiri – XX asr boshlariga to'g'ri keladi. Bu davrda semantik o'zgarishlar qonuniyatlari asoslari tilshunoslikdagi turli xil psixologik yo'nalishlari vakillaridan Vundt, Rozvadovskiy, Martinak, Yaberg va shu kabi olimlarning faoliyati alohida ahamiyatga ega. 1910-1920-yillarga kelib esa semantika sohasiga e'tibor yanada kuchaydi.

Rus tilshunosi T.V.Jerebilo "Лингвoseмантическая парадигма в соотношении с лингвостилистикой" maqolasida 1897-yil fransuz tilshunosi Mishel Breal Parijda Semantika terminini fanga olib kirganida lingvistik semantika XX asr tilshunosligida asosiy yo'nalishlaridan biri bo'lishini balki bilmagan ham edi, degan fikrni yozadi. Vaholangki, lingvistik birliklar ma'nosini tadqiq etish bundan bir necha yuz yillar oldin ham Qadimgi Xitoyda er.avv. V-III asrlarda, Qadimgi Gretsiyada va undan keyin o'rta asr yevropa an'analarida, so'ngra esa uyg'onish davri grammatikachilari va faylasuflari tomonidan tadqiq qilib kelingan.[Жеребило, 2006: 1-5]

XIX asr oxiri XX asr boshlarida semantika tilshunoslikning psixologik yo'nalishlari doirasida tadqiq etila boshladi. Bu davrda Vundt, Rozvadovskiy, Martinak, Yaberg va boshqalar semantik taraqqiyot qonuniyatlarini psixik jarayonlar bilan bog'liq tarzda yoritish g'oyasini ilgari surdilar. 1910-1920-yillarda semantikaga e'tibor yanada kuchaydi. [Жеребило, 2006: 1-5]

Lekin yana shuni ham aytish kerakki, XIX asr oxiri XX asr boshlarida tilshunoslikda so'z ma'nosining faqat bir tomoni, ya'ni uning etimologik ma'nosini yoritishga ko'proq ahamiyat berilgan. Etimologik tahlil shu so'zni boshqa o'xshash so'zlar yoki qarindosh tillardagi shu kabi

so'zlar bilan qiyoslab olib borilgan. Etimologik ma'no, boshqacha aytganda, etimon masalasiga bunday qarash XIX asr tilshunosligida Gumboldt nomi bilan chambarchas bog'liqdir.

Semantika fan sifatida XIX asrning ikkinchi yarmida rivojlana boshlagan bo'lsa ham, asr boshlaridayoq X.Shteyntal, A.Potebnya va V.Vundt kabi olimlar bu borada lingvistik-gnoseologik konsepsiyani yaratishni boshlagan edi. Shundan kelib chiqib, semantika taraqqiyotini uch asosiy davrga bo'lish mumkin.

The first is the psychological and evolutionary stage, the main feature of which is a broad evolutionary approach to the semantics of language in folk culture and psychology. During this period, Potebnya, Wundt and AN Veselovsky's views on the word and its meaning, the development of meaning were also reflected in their works. For example, Potebnya connects the development of thinking with the laws of language, especially semantics. In the views of the theorists of this period, the predominance of the psychological approach and the fact that logic fell to the next level is considered to be their main shortcoming.

The second stage is the comparative-historical stage. At this stage, semantics as a separate branch of linguistics is "semantics" (reflected in the works of MM Pokrovsky and other Russian and German) or "semantics" (first reflected in the works of M. Breal in 1883, then in other French linguists). During this period, the field of semantics was characterized by a broad approach to historical laws, and historical-comparative studies were formed. Until the late 1950s, the term "semiotics" was also widely used. But the question of the origin of semantics, as we have seen, was settled within the framework of ancient linguistic traditions. So the problem of semantics was very important in ancient times. Dictionaries of hieroglyphics were compiled in ancient China. For example, the main purpose of the Er Ya dictionary of the 3rd century BC was to interpret texts written during the Han Dynasty. The Shuo Wen Jiezi, compiled by Sui Shen, a scholar of the Eastern Han Dynasty in 121 BC, was first classified according to the meaning of the words. In Europe, ancient and medieval philologists compiled glossaries for obscure words in written monuments.

The real development of linguistic semantics began in the 1960s, and today semantics is one of the central disciplines in linguistics.

Further development of the comparative-historical approach is characterized by a deep emphasis on etymology. In 1966, ON Trubachyov studied the semantic development of the terms textile and ceramics in the ancient Indo-European languages. In addition, in his editorship «Etymological dictionary of Slavic languages. Praslavyanskiy lexicheskiy fond », E. Benvenist «Dictionary of Indo-European social terms», V. I. Abaeva's book "Historical-etymological dictionary of the Ossetian language" was published.

The third stage in the development of linguistic semantics begins around the 1920s. This stage is characterized by the convergence of semantics with logic and philosophy, the definition of its place in the syntax, so it is called the syntactic-semantic or logical-semantic stage.

Can also be called At this stage, the following basic theoretical cases can be identified: 1) based on the idea that the objective being is determined by the essence of events, not "things", the semantic nest is based on the idea that the sentence is an expression of thought in language, not words; 2) Restoring "semantic simplicity," that is, defining the meaning that underlies the origin of the primary, remaining meanings.

XX asrning 50-yillarida yuzaga kelgan semantik tadqiqotlar V.A.Zveginsev nomi bilan bog'liq. Rus tilshunosligida dastlab u "Semasiologiya" nomli monografiyasini yaratdi. Bu monografiya rus tili semasiologiyasi emas, umuman semasiologiyaga oid edi. Monografiyada olim o'z davrigacha ma'lum bo'lgan ilmiy asarlarni ilmiy talqin qildi va semasiologiyaning asosiy masalalariga aniqlik kiritdi. Unda leksik ma'no, ma'no taraqqiyoti, ma'no miqdoriga ko'ra so'z tiplari, ma'nolarning paradigmatic munosabatlari doirasida yangi fikrlar bilan boyitildi. Biroq leksik ma'no tiplari va ma'noning semantik tarkibi, ma'nolarning sintagmatik munosabati haqidagi masalalar o'z-o'zidan ochiq qolaverdi. Chunki shu davrgacha bu masalalar ko'rib chiqilganicha yo'q edi. [Миртожиев, 2013: 20-25]

XX asrning ikkinchi yarmida D.N.Shmelev rus tilshunosligidagi semantik tadqiqotlarining rivojlanishiga hissa qo'shdi. 1964-yil uning "Rus tili semasiologiyasi bo'yicha ocherklar" nomli monografiyasi nashr etildi. Undan so'ng L.A.Novikov ham bu sohada bir qancha tadqiqotlarni amalga oshirdi. Uning "Rus tili semantikasi" kitobi 1982-yil Moskvada nashr etildi. Unda semantika sohasi va vazifasi, leksik-semantik tizim va leksik ma'no, leksik ma'no tarkibi va uning tahlili kategoriyalari kabi masalalar yuzasidan fikr yuritilgan. [Mirtojiyev, 2013: 23-24]

Hozirgi zamon rus tilshunosligida semantikaga oid tadqiqotlar ikki asosiy yo'nalishdan iborat: kuchli (tashqi) va kuchsiz (ichki). Kuchli semantika yo'nalishi vakillari P. Монтегю, Д. Льюиз, Б. Парти, Э. Кинен, Х. Камп, И. Хейн va b. bo'lib, ular formal semantika bilan shug'ullanganlar. Kuchsiz yo'nalish vakillari esa semantika nazariyasi va leksik ma'noning komponent tahlili bilan shug'ullanadi (J. Katz, J.A. Fodor, E. Bendix, Y. Naida, M. Birwisch va b.). bundan tashqari, semantikaga tor va keng ma'noda yondashuv ham mavjud. [Jerebilo, 2006: 1-5]

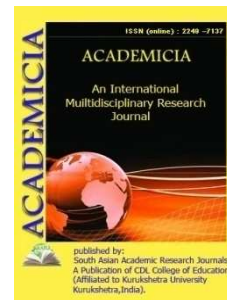
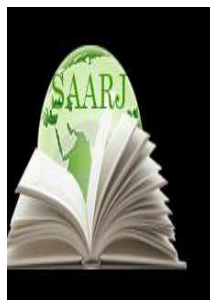
Semantika sohasiga oid tadqiqotlari bilan o'zbek tilshunosligida bu soha taraqqiyotiga o'ziga xos hissa qo'shgan tilshunos olim Sh. Safarov "Семантика" kitobida: "Qarangki, shuncha yil o'tishiga qaramasdan (semantics termini ingliz tilida XVII asrdayoq mavjud bo'lgan), lingvistik semantika sohasida unchalik katta o'zgarishlar yuz bermaganday bo'lib turibd. Bunday "turg'unlik"ning bir nechta sabablari bor. Birinchidan, olimlar semantikani, M. Brealga ergashib, so'z va iboralar ma'nosining paydo bo'lishi va o'zgarish taqdiri bilan shug'ullanadigan fan sifatida qarab keldilar. Ikkinchidan esa, semantika hozirgacha leksik ma'no haqidagi fan bo'lib qolmoqda va uning e'tiborini so'zlar ko'p ma'noliligi, antonimlik, sinonimlik munosabatlari, omonimiya qatorlari, valentlik imkoniyatlari kabi hodisalar tortmoqda". [Сафаров, 2013:14-15] Ushbu fikrlardan ayonki, hali semantikaning lingvistik soha sifatidagi predmeti va tadqiq obyektlarini aniqlash va bu sohada jiddiy tadqiqotlar olib borilishi zarur.

Rus tilshunosi Kobozeva semantika haqida fikr yuritir ekan, uning boshqa fan sohalari kabi, o'z o'rganish predmetiga egaligini ta'kidlaydi. Biroq bu predmetnini aniqlash oson emas. Garchi tilshunoslarning aksariyati semantika lingvistik ifodalarning ma'nosini o'rganadi, deb hisoblasada, ma'no nimalarni anglatishi kerakligi haqidagi savolga umumiy qabul qilingan javob yo'q. Predmetni aniqlashtirishdagi har-xilliklar tufayli semantika va boshqa lingvistik fanlar, xususan semantika va pragmatika o'rtasidagi chegaralarni o'rnatishda ham har xillik yuzaga keladi. Shuning uchun semantikaning predmeti haqidagi savol eng ehtiyotkorlik bilan ko'rib chiqilishi kerak. Semantika til birliklarining mazmunini va ushbu birliklardan qurilgan nutqiy hosilalarni o'rganadigan tilshunoslik bo'limi. [Кобозева, 2000: 8-10]

Biz ushbu maqolada semantikaning lingvistik soha sifatida vujudga kelishi, taraqqiyoti hamda bu sohada dunyo va o'zbek olimlarining izlanishlarini qisqacha yoritishga harakat qildik. Xulosa o'rnida aytish mumkinki, semantika yuzasidan hozirgacha juda ko'p tadqiqot ishlari va ilmiy asarlar yaratilgan bo'lishiga qaramay, hali bu sohada qilinajak ishlar yetarli.

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TEACHING IDIOMS WITH A COLOR COMPONENT REFLECTING A PERSON'S INTERNAL WORLD

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ABSTRACT

The present article aims at providing a comprehensive account of demonstrating the importance of the cognitive linguistic approach in teaching idioms with color components. This way of teaching can be considered as worthwhile and enjoyable substitute to the traditional method of teaching idioms, and hence to create more colorful and enjoyable atmosphere in the English classroom.

KEYWORDS: *Idioms as a Phraseological Unit, Fixed Expressions, Idiomatic Expressions, Idiomatic Usage, Idiom in Figurative Language.*

INTRODUCTION

Idioms are studied in phraseology, investigating different types of set expressions, like words name various objects and phenomena and they exist in the language as ready-made units. Idioms are set expressions the meaning of each component is entirely lost and the new meaning created by the whole, as *in the nick of time, red tape*.

Idioms are considered as “incomprehensible” for nonnative speakers and the traditional teaching methods are stated to be inefficient in conducted experiments of scholars worldwide, it is crucial to opt for alternative ways of teaching.

Idioms are explained as “a system of expression, grammatical construction, phrase utilized in a distinctive way in a particular language, dialect, or language variety; specifically, a group of words established by usage as having a meaning not deducible from the meanings of the individual words.” (Oxford English Dictionary) To be more precise, idioms are fixed, which means they cannot be modified in context. Due to this fact, teachers have a tendency to teach idiomatic expressions through the popular traditional approach, which means language units are memorized and their core meanings and origins are simply ignored.

We cannot sidestep the fact that, idioms have always been excluded from the syllabuses and as a result, from teaching process owing to their complex nature. In case figurative expressions, especially, idiomatic expressions with more word content are included into English classes, they are merely learnt by heart without paying more attention to its usage. EFL learners are not provided any connections or choices for making links with their prior knowledge, but rather familiarized with the core meaning of the idioms.

Teaching a language is an ongoing complex process which involves an earnest attempt and mental exertion to succeed. Every part of a language is vital and inevitable in pursuing remarkable achievements. In contemporary language teaching it has been implied that idiomatic expressions are regarded as the utmost essential part of a language.

Owing to this statement, more and more teachers are eager to incorporate idioms in education. Whether it is academic or plain English, formal or informal language we may witness the excessive use of idioms and, as a result, it provides the speech with genuineness and vividness. Moreover, since they are utilized actively in native speakers' daily speech it is of paramount importance to include them in teaching for this way it is much easier to sound like a native speaker and have access to a universal productive communication.

However, if we carefully observe the current situation of secondary school education in Uzbekistan, we are likely to witness the poor usage of idiomatic language both in textbooks and teachers' lexicon. Unfortunately, the minority of teachers are used to incorporating idioms as supplementary materials. Conversely, the vast numbers of instructors hardly use idioms at their lessons. Thus, in fact, it is requisite that we are to have a deep knowledge of figurative language and, then, extend it to the young generation. As figurative language, in general, is an inseparable part of English culture teaching it is necessary to the utmost extent? Here, we cannot ignore the fact that cultural awareness is the best asset to learning a language much more efficiently. Idiomatic expressions saturate English with a peculiar flavor and give it an amazing diversity, bright character and color. They support learners to understand English culture, dive into customs and lifestyle of English people, and make a deeper insight into English history too.

Furthermore, so as to uphold genuineness, humorousness and variety of the English language idiomatic expressions should be put to use in education.

At present, many teachers admit the essentiality of idioms owing to the fact that teaching and learning idioms is always interesting for language learners, students and even for teachers as well. Moreover, the learners of the language perform much better when they are provided with activities because they can interact with fun. According to the popular belief, the most productive way of teaching idioms is teaching them through diverse activities. Moreover, there are some arguments on teaching them in context. That is to say, making the brain work harder via the use of cognitive approach so that the idiom can be understood and memorized better

There have been carried out a great deal of researches on idioms and every of them shed some light on the general understanding of idiomatic expressions.

Lindblom and Woods (2012) stated explicitly that idioms “appear in conversation, print (magazines and newspapers), and media (movies, radio, and television)”. This statement proves the idea that figurative language is common both for spoken and written speech equally.

In addition to this idea, Cooper (1998) argues that when idioms are on TV-shows, for example, to understand the plot, the viewer often needs to be able to comprehend the idiom in question as its meaning is not inferred on the spot. Furthermore, “if the four kinds of nonliteral expressions, idioms are the most frequently encountered in its course” (Ibid., p. 255). Consequently, since idioms are such a big part of the English language, students should learn them so as to be fluent and coherent in the target language.

Burke (1998) declares specifically the position of idioms in nonnative speakers’ “understanding that inferring or comprehending any American movie, talk show, program or music is troublesome in most cases for the English language is filled with nonstandard English as slang and idioms” (p. 1). He also goes with further explanation that if nonnative speakers do not understand idioms at all, there is a strong likelihood of failing in incorporating them in their practice, and, as a result, they are supposed to be considered unconnected outsiders.

Moreover, Burke (1998) is of the opinion that nonliteral language or figurative language should be taught to students who are capable of using them out of classroom. In other words, learners are expected to include idioms frequently or on a daily basis as a practice. Otherwise, learners with no good knowledge of figurative language might end up with the wrong usage of idioms and have a hard time due to awkward situations they have created themselves.

In turns, Cooper (1998) also agrees with the ideas of Burke and states that in any situation the poor knowledge or the imprecise idiomatic usage may lead to problems even for a learner with an excellent knowledge of grammar and a high level of vocabulary range.

Of course, it is no news that idioms are of complex nature and acquiring or learning them is a matter of time and effort. However, as it is already mentioned idiomatic expressions common for native speakers and, therefore, they occur in every sphere: both in academic and formal English, in television, in informal situations and on a daily basis of communication. So, it turns out that the only way to succeed in conquering the language is to learn idiomatic expressions.

D’Angelo Bromley (1984) assumes that idioms “add confusion and difficulty to the learning of language”. So, since idioms are complicated, learners are likely to experience difficulties in comprehending and learning them. The complexity of this area within language learning is another reason why teachers need to explain and teach idioms in teaching process.

On the contrary, according to Lindblom and Woods (2012) idioms “occur frequently in classroom language. Students with literacy or language weaknesses are often challenged by idioms; therefore, the failure to comprehend idioms can impact academic performance”. This hypothesis might be reasonable at some point for students who are not good at learning languages are likely to fail to learn idioms. As a consequence, they lose interest in language.

Even though modern linguistic textbooks contain a little of figurative language or have omitted it, figurative language is not just only for decorative purpose, but it is paramount for either academic or formal language as well as for everyday language (Dancygier and Sweetser 2014).

Taking the aforementioned fact into consideration, Dancygier and Sweetser (2014) claim that idioms are vital and ubiquitous in language. Furthermore, according to their perspective the relevant cognitive structures are important and pervasive in thought. This perspective clearly manifests the urgent necessity of teaching idioms for along with learning and memorizing idiomatic expressions we can improve our perception and cognition skills.

As can be seen more and more investigators are interested in the concept of idiom and they have approved the importance of teaching figurative language, more specifically idioms, in classroom. According to the popular belief, idioms are to be taught at very early stages of foreign language learning because before getting acquainted with the lexical and syntactic systems of a language, students are more acceptable to acquiring any chunks of language for better abilities in communication (Bolinger 1976; Bilkova 2000). Yet, according to Bilkova (2002) idioms are often considered as the most complicated and fixed in foreign language vocabulary for the student to master due to the difficulties in comprehension, therefore teachers often decide not to teach them.

Abel (2003) agrees with most scholars present their point of view saying that learners do not encounter idioms as frequently as native speakers do, which means that non-native speakers are often faced with bigger difficulties in idiom comprehension. One classic example for this is owing to the absence of English-speaking-atmosphere in Uzbekistan educational establishments. There is a problem of understanding and utilizing idioms in a variety of domains as education, businesses and communication.

As Liu (2008) considers it is a worldwide conception that high-frequency idioms must be presented before low-frequency idioms as they are mostly used in language. He also thinks that it is better to teach most utilized idioms instead of least used ones. Least frequently appearing idioms are waste of time and effort due to the fact that they are not encountered and, consequently, practiced much. Additionally, based on his research in 2003 he argues that most study materials on English idioms are often intuition-based, which means that the idioms are randomly chosen and include seldom-used idioms, which he deems useless to EFL students. Having completed his study, Liu was able to compile a small database of the most used idioms from the corpus data.

On the contrary, Panou (2013) disagrees with the aforementioned standpoint saying that the practicality and the value of idioms rests on the learners. She is of the opinion that an idiom which is valuable and frequent for one group of students may not be the same for another group (Panou 2013).

In addition, as idioms are characteristic for native speakers it is necessary to be aware of all idioms as much as possible. Cooper (1998) accentuates the essentiality of teaching idioms and sheds some light on how to teach idioms accurately and systematically. He represents 16 concrete teaching suggestions as follows:

1. *The right choice of idioms* – It is vital to choose those that are often used on a daily basis that are not complex or too long and have transparent figurative meanings. For the beginning it is

recommended to present idioms which are easy to remember and comprise only one or word. For example, idioms as “black soul”, “black sheep” or “red-handed” can be suitable.

2. *The discussion of idioms* – As we know the majority of learners’ face difficulties in comprehending idiomatic expressions and this is the main reason why teachers (mostly in schools) do not opt for figurative language at all. To get a better insight into any idiom it is suggested that learners should be acquainted with the basic knowledge of figurative language at first. For instance, before presenting an idiom the teacher can lead a discussion about metaphors, similes, and idioms and the purpose they fulfill in speech and writing. Having had an overall understanding about idioms being an inseparable chunk of figurative language, learners are likely to digest the idiom introduced without much effort.

3. *The definition of idioms* – Having finished the discussion, the teacher should present a new idiom within the larger context of a short paragraph or a dialogue. Here learners are to implement their perception and cognition to guess the meaning. If the information about how the figurative meaning originated is available this can be used to contrast the literal and figurative meaning. The degree of formality should also be explained before letting students practice idioms in different constructed situations.

4. *The category division of idioms* – Dividing idioms into thematic categories will make them easier to learn, for the student can study them as groups composed of elements that have common features rather than as lists of unrelated expressions to be memorized.

5. *The illustration of idioms* – The relationship between the denotative and figurative meaning of an idiom can be illustrated by using pictures. The class could create a dictionary of idiomatic sayings, which then can be illustrated or developed by interviewing relatives about their favorite idioms. As a result, the picture of the idiom being learnt accelerates the comprehension and memorization processes on the spot.

6. *The dramatization of idioms* – As misconceptions of idioms can easily cause to awkward conditions, these can be acted out. By creating skits or playing charades the class can create a game where the literal meaning is acted out and the figurative one has to be guessed. This step makes the lesson both funny and memorable.

7. *The story of idioms* – This step requires learners to be more creative and compose a story with idioms. The students retell a story made up by the teacher, using as many idioms as possible.

8. *Add-on story* – The teacher starts the narrative by using one of the idioms written on the board, after which each student adds a sentence including one of the idioms.

9. *The discussion of idioms from newspaper comic strips* - Each student selects a comic strip containing an idiomatic expression. These are then written down on the board and discussed. This activity adds more fun to the lesson.

10. *Idioms in cartoons* – The teacher collect samples where the denotative meaning and the figurative meaning are used to achieve humorous situations and discusses it with the students.

11. *Idioms from TV Shows* – Running lists of idioms can be compiled from TV shows, shows can be shown in class and the idioms discussed.

12. *Paragraph completion* – Students completes a paragraph or dialogue with the appropriate idiom and can be shown that they were able to use the correct one because of the context

provided. This activity is appropriate for the consolidation part of the lesson to check out whether learners have understood idioms or not.

13. *Interview classmates* – By interviewing native speakers, learners can be taught the meaning and appropriateness of the certain idioms in specific situations.

14. *Idiom-of-the-day mobile* – Mobiles created by the students with idioms can be hung from the ceiling. Due to its uniqueness and creativeness learners have more fun and they memorize the idiom better as well.

15. *Idiom Board Game* – The suggestion is that students create a game using idiomatic expressions and clues connected with their meaning. For example, “How do you say you’re really happy in idiomatic language? Hint: *You’re high in the air!* Answer: *I’m in seventh heaven* or *I’m on cloud nine*”.

16. *Idiom Jazz Chants*– Students can create the chants and even lead the class in the practice stages.

Cooper (1998) proposes that students benefit from activities that appeal to their various intelligences such as linguistic, musical and intrapersonal intelligence. Since the activities are of great diversity and creative teachers may benefit from the total engagement of learners for, they are suitable for all learning styles.

As it is seen from listed idioms and is generally known, colors have different symbolic meanings in different cultures. For instance, white is the color for weddings in western societies as well as in the Middle East (Uzbekistan, Tajikistan, Kirgizstan and so on) but for funerals in traditional Chinese culture. Red is generally related to anger for English speaking countries and Uzbek culture, while it is the symbol of happiness in China. In Asia orange is a positive, spiritually enlightened, and life-affirming color, while in the US it is a color of road hazards, traffic delays, and fast-food restaurants.

Colors can symbolize a rite of passage, differentiate a premium from a discount brand, and distinguish between fun and serious, young and old, male and female. We see colors everywhere, we relate our lives to colors; so, we find it reasonable that colors are an indispensable part of figurative language. To state the facts precisely, many idiomatic expressions have been coined so far in the English language.

As it is stated, there are 11 basic colors and all of them are fruitfully used in the creation of idioms. Without these language units and of course, the rest of phraseological units English would not be as colorful and genuine as now it is. Idiomatic expressions with a color component are of both, artistic and popular origin, and are, more or less, widely used in English language by native speakers.

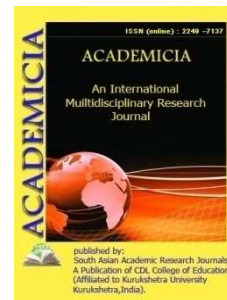
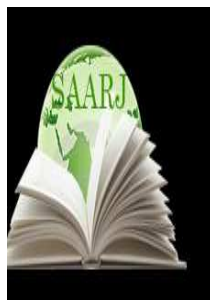
Colors bring more life into idiomatic expressions. What is more, interestingly, being aware of color symbolism of a particular language assists in understanding those “riddles”. In other words, a good knowledge of colors: their origins, backgrounds, psychology and meanings can definitely serve as the key to idioms. Idioms which are the same in English and Uzbek can be classic examples: *to know black from white (English)* and *“oq-qorani animoq”*. These idioms stand for understanding what is good and what is bad.

Based on the results of comparison, we can conclude that the English language is one of the richest languages with regard to idioms with a color element manifesting human emotions and feelings. In contrast to English, the Uzbek language lacks idioms with a color component in general. However, color symbolism and the way they are expressed in idiomatic expressions are identical in measure. Moreover, in both languages the most frequently used colors in coining idioms are white, black and red.

As we have discussed, in both languages black is associated with malevolence, evil, hatred and so on. In two words, this color expresses only negative emotions. On the contrary, white is purely the color of positivity in Uzbek and in English it is partially considered to be the symbol of goodness. Hence, we would argue that being aware in colors and their meanings is of paramount importance and this knowledge surely serves as an irreplaceable asset in inferring idioms with a color component.

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FORMATION OF STUDENTS' MEDIA COMPETENCE ON THE BASIS OF SUPERVISORY METHODS (ON THE EXAMPLE OF ENGLISH LANGUAGE)

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ABSTRACT

This article describes briefly the history, formation and application of supervision of instruction and ultimate goal of supervision of classroom instruction on the basis of English language. Supervision, as a field of education practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling.

KEYWORDS: *Supervision, Field of Educational Practice, Roles and Responsibilities, Formation of Media Competence, English Language.*

INTRODUCTION

Supervision, as a field of education practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling.

In colonial New England, supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly in the practice of supervision.

The supervision of instruction is by design a developmental process with the main purpose of improving the instructional program, generally and teaching, specifically. ...

The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems.

What is the ultimate goal of supervision of classroom instruction? The improvement of teaching and learning is the general purpose of supervision. A basic premise of supervision is that a teacher's instructional behavior affects student learning. An examination of instructional behaviors can lead to improvement in teaching and learning.

MAIN PART

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools. At much the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century.

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. In 1969 Robert Goldhammer proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation, and planning for the post-observation conference; (4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning, and on a nonjudgmental observation and inquiry process.

The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-*Sputnik* curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly thereafter, perspectives generated by research on *effective schools* and *effective classrooms* that purported to have discovered the basic steps to effective

teaching colonized the clinical supervision process. It was during this period that noted educator Madeline Hunter adapted research findings from the psychology of learning and introduced what was also to become a very popular, quasi-scientific approach to effective teaching in the 1970s and 1980s. These various understandings of curriculum and teaching were frequently superimposed on the three-to five-stage process of clinical supervision and became normative for supervisors' work with teachers. Nevertheless, in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued as the preferred process of supervision. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial-teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise (in addition to their other administrative responsibilities).

Recognizing the time restraints of practicing supervisors, and wanting to honor the need to promote the growth of teachers, Thomas Sergiovanni and Robert Starratt suggested, in 1998, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self-evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project). The once-a-cycle formal evaluation would require evidence of professional growth. Sergiovanni and Starratt also attempted to open the work of supervision to intentional involvement with the schoolwide renewal agenda, thus placing all stimuli toward professional growth—including the supervisory system—within that larger context.

ROLES AND RESPONSIBILITIES OF SUPERVISORS

Since supervision is an activity that is part of so many different roles, a few distinctions are in order. First, there are university-based supervisors of undergraduate students in teacher education programs who supervise the activities of novice teachers. Next, a principal or assistant principal may be said to conduct general supervision—as distinct from the more specific, subject-matter supervision conducted by a high school department chair. Other professional personnel involved in supervisory roles include cluster coordinators, lead teachers, mentors, peer coaches and peer supervisors, curriculum specialists, project directors, trainers, program evaluators, and district office administrators. Unfortunately, these professionals, more often than not, carry on their supervisory work without having any professional preparation for it, finding by trial and error what seems to work for them.

Principals not only supervise teachers, but also monitor the work of counselors, librarians, health personnel, secretaries, custodians, bus drivers, and other staff who work in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers, although it tends to be neglected entirely in the literature. In their everyday contact with students, all of these support personnel may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior.

Principals and assistant principals also supervise the work and the behavior of students in the school. As the relationships between students become more governed by legal restrictions—including definitions of racial, ethnic, and sexual harassment, of due process, of privacy and free speech rights—and as the incidents of physical violence, bullying, carrying of weapons to school, and the extreme cases of students killing other students increase, this aspect of supervision becomes increasingly complex. Many system and local school administrators have developed a comprehensive system of low visibility, and restrained security-oriented supervision that anticipates various responses to inappropriate behavior.

Unfortunately, many have not attended to the corresponding need to build a nurturing system of pastoral supervision that sets guidelines for the adults in the school in order for them to build sensitive relationships of trust, care, support, and compassion with the students. This more pastoral approach to student supervision will lessen, though not eliminate, the need for other security-conscious types of supervision.

Supervisors usually wear two or three other hats, but their specific responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

1. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
2. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
3. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of teachers in a collaborative effort to improve student learning.
5. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.
6. Relating teachers' efforts to improve their teaching to the larger goals of schoolwide improvement in the service of quality learning for all children.

With the involvement of state departments of education in monitoring school improvement efforts, supervisory responsibilities have increasingly encompassed the tasks at the higher end of this list. In turn, these responsibilities involve supervisors in much more complex, collaborative, and developmental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time.

A variety of trends can be seen in the field of supervision, all of which mutually influence one another (both positively and negatively) in a dynamic school environment. One trend indicates that teachers will be "supervised" by test results. With teachers being held accountable for increasing their students' scores, the results of these tests are being scrutinized by district and in-house administrators and judgments being made about the competency of individual teachers—and, in the case of consistently low-performing schools, about all the teachers in the school. In some districts, these judgments have led to serious efforts at professional development. Unfortunately, in many districts test results have led to an almost vitriolic public blaming of teachers.

Another trend has been toward a significant involvement of teachers in peer supervision and program development. In the literature, these developments are often included in the larger theme of teacher leadership. Along with this trend comes an increasing differentiation in the available options by which teacher supervision may be conducted, thus leaving the more formal assessment for experienced teachers to once every four or five years. Whatever form supervision takes, it has been substantially influenced by the focus on student learning (and on the test performances that demonstrate this learning), and by the need to make sure that attention is given to the learning of all students. Thus, the supervisory episode tends to focus more on an analysis of teaching activity only in relation to, rather than independent of, evidence of student learning.

This focus on student learning in supervision is further influenced by the trend to highlight the learning of previously underserved students, namely those with special needs and consistently low-performing students. Supervisors and teachers are expected to take responsibility for high quality learning for all students, a responsibility that necessarily changes how they approach their work together. Finally, all of these trends are combined in the large trend of focusing on schoolwide renewal. This means attending not only to instructional and curriculum issues, but also to structural and cultural issues that impede student learning.

There are a variety of issues in the field of supervision that need resolution—or at least significant attention. To confront the large agenda of school renewal (in which schools are required to respond to state-imposed curriculum standards or guidelines), systems of supervision at the state level, the district level, and the school level need to coordinate goals and priorities. The politics of school renewal tend to lend a punitive, judgmental edge to supervision at the state level, and to some degree at the district level, and that impression poisons supervision at the school level. Test-driven accountability policies, and the one-dimensional rhetoric with which they are expressed, need to take into account the extraordinarily complex realities of classrooms and neighborhood communities, as well as the traditionally underresourced support systems that are needed to develop the in-school capacity to carry out the renewal agenda. If state and district policies call for quality learning for all students, then schools have to provide adequate opportunities for all students to learn the curriculum on which they will be tested. Supervisors are caught in crossfire. On the one hand, parents and teachers complain that a variety of enriched learning opportunities for children who have not had an opportunity to learn the curriculum are not available; on the other, district and state administrators complain about poor achievement scores on high-stakes tests, while ignoring the resources needed to bring the schools into compliance with reform policies.

Another issue needing attention is the divide between those supervisors who accept a functionalist, decontextualized, and oversimplified realist view of knowledge as something to be delivered, and those who approach knowledge as something to be actively constructed and performed by learners in realistic contexts—and as something whose integrity implies a moral as well as a cognitive appropriation. Assumptions about the nature of knowledge and its appropriation, often unspoken, substantially affect how supervisors and teachers approach student learning and teaching protocols. This is an issue about which all players in the drama of schooling will only gradually reach some kind of consensus. A related issue concerns the degree to which schools and classrooms will accommodate cultural, class, gender, racial, and intellectual diversity. Supervisors cannot ignore the implications of these necessary accommodations for the work of teaching and curriculum development.

Perhaps the biggest controversy in the field is whether supervision as a field of professional and academic inquiry and of relatively unified normative principles will continue to exist as a discernable field. More than a few scholars and practitioners have suggested that supervisory roles and responsibilities should be subsumed under various other administrative and professional roles. For example, principals, acting as "instructional leaders," could simply include a concern for quality learning and teaching under the rubric of instructional leadership and eliminate the use of the word *supervision* from their vocabulary. Similarly, teacher leaders could engage in collegial inquiry or action researches focused on improving student learning and teaching strategies, and similarly eliminate the use of the word *supervision* from their vocabulary—terms like *mentoring*, *coaching*, *professional development*, and *curriculum development* could instead be used.

Many professors whose academic specialization has been devoted to research and publication in the field of supervision oppose this relinquishing of the concept of supervision, not only because of the vitality of its history, but also because of the fact that the legal and bureaucratic requirements for supervision will surely remain in place. Having a discernible, professional field of supervision, they contend, will prevent the bureaucratic and legal practice of supervision from becoming a formalistic, evaluative ritual. Keeping the professional growth and development aspect of supervision in dynamic tension with the evaluative side of supervision can best be served, they maintain, by retaining a discernible and robust field of scholarship that attends to this balance.

These trends, issues, and controversies will likely keep the field of supervision in a state of dynamic development. However, a lack of attention to the implications of these issues will most certainly cause the field to atrophy and drift to the irrelevant fringes of the schooling enterprise.

By analogy with the models of Russian and foreign researchers we have analyzed, we can formulate a model for the development of media competence and critical thinking of students of a pedagogical university in the classroom of the media education cycle as follows: Definitions of basic concepts: Media education is the process of personality development by means of and resources of mass communication (media): that is, the development of a culture of communication with media, creative, communication skills, critical thinking, skills of full-fledged perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression using media technology, etc.

The media competence acquired as a result of media education helps a person to actively use the possibilities of the information field of television, radio, video, cinema, press, the Internet, contributes to a better understanding of the language of media culture. Media education can be divided into the following main areas:

- 1) Media education of future professionals in the world of press, radio, television, cinema, video and the Internet - journalists, editors, directors, producers, actors, cameramen, etc.;
- 2) Media education of future teachers at universities and pedagogical institutes, in the process of improving the qualifications of university and school teachers in media culture courses;
- 3) media education as part of the general education of schoolchildren and students studying in ordinary schools, secondary specialized educational institutions, universities, which, in turn, can be integrated with traditional disciplines or autonomous (special, optional, circle, etc.);

4) Supplement media education, acquired in educational institutions of additional education and recreation centres (cultural home, extracurricular work, aesthetic education and Art Education Center), Clubs in their place of residence, etc.);

5) Distance media education for students, students and adults through news, television, radio, video, DVD and Internet Systems (media criticism plays an important role here);

6) Independent / sustained media education (theoretically, in one's life). Critical creative thinking of media system and media text is a complex process of reflection thinking, including associative perception, Combining audio-visual imagination and virtual experiment, the functional mechanism of social media and media text (information / information) is analyzed and evaluated, Make logical and intuitive prediction in the media field.

The media competence of a person is a set of skills (motivational, contact, informational, perceptual, interpretive / evaluative, practical-operational / activity, creative) to choose, use, critically analyze, evaluate, transmit and create media texts in various forms, forms and genres, analyze complex processes functioning of media in society. Professional media competence of a teacher is a set of skills (motivational, informational, methodological, practical / operational, creative) to carry out media educational activities in an audience of different ages. Conceptual framework: synthesis of cultural, sociocultural and practical theories of media education. Objectives: the development of the media competence of the individual, the culture of his communication with the media, creative, communication skills, critical thinking / autonomy, skills of full-fledged perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression using media technology, preparing future teachers for media education of students in institutions of various types. Tasks: development of the following skills of the audience: • practical and creative (self-expression with the help of media technology, that is, the creation of media texts of various types and genres); • perceptual and creative (creative perception of media texts of different types and genres, taking into account their connections with various arts, etc.); • analytical (critical analysis of media texts of various types and genres); • historical and theoretical (independent use of the knowledge gained on the theory and history of media / media culture); • methodological (mastery of methods and forms of media education, various technologies of self-expression with the help of media); • practical and pedagogical (using the acquired knowledge and skills in the field of media education in the process of pedagogical practice).

Organizational form: cultivate students' media ability and critical thinking within the scope of "media education" major of Pedagogic Universities. The registration number is 03.13.30). Methods for teachers and students to develop critical thinking and media skills in the media education cycle: 1) according to the source of knowledge - oral (Lecture, Discussion, including the creation of problem situations); Visual (display media text, illustrations); Practice (performing various practical and creative tasks on media materials); 2) Cognitive activity level: explanatory expenditure (teachers' information about media and media education, The audience's perception and absorption of the information; Questions (analysis of certain situations in the media and / or media text to develop critical thinking); Research (organizing students' research activities related to media and media education). In this case, the course mainly relies on practice, games, creative tasks and role play. The main part of the media education program (related to the study of key concepts such as media education and media capability) Media literacy, media organization, media category, media technology, media language "Media

representative" and "media audience", etc.): the status and role, types and types, media language of media and media education in today's world; Basic terms, theory, key concepts, direction, media education mode The main historical stages of media education development at home and abroad in Russia; Media competence, critical analysis of media functions in society, and different types and types of media texts (content analysis, structural analysis Plot / narrative analysis, stereotype analysis, cultural myth analysis, character analysis, autobiographical (personal) analysis, portrait analysis Symbol analysis, identification analysis, ideological and philosophical analysis, ethical analysis, aesthetic analysis, cultivation analysis Hermeneutic analysis of cultural background- Media education technology with students (based on the following types of creative tasks: literary imitation, drama games, visual imitation Literature analysis, etc.). Application fields: Pedagogic University, normal school, teacher / teacher advanced training course.

CONCLUSION

In our opinion, this model of media education of future teachers can be presented in the following form: 1) diagnostic (ascertaining) component: ascertaining the levels of media competence and the development of critical thinking in relation to media and media texts in a given student audience at the initial stage of training; 2) content-target component: a theoretical component (a block for studying the history and theory of media culture, a block for the development of media educational motivation and technology, that is, students' study of methods and forms of media education of the audience) and a practical component (a block of creative activity based on media material, that is, the development of creative skills students to express themselves with the help of media technology: create media texts of various types and genres; creatively apply the acquired media educational knowledge and skills in the process of pedagogical practice; block of perceptual and analytical activity: development of students' skills to critically perceive and analyze media texts of various types and genres);

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“THE ESLAND EFL IN THE WORLD TODAY”

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ABSTRACT

Today we live in a fast and growing competitive world wherein proficiency, excellence and empowerment through education are the utmost requirement. Teaching must include two major components sending and receiving information. The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Moreover, opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals.

KEYWORDS: *Mass-Media, Appropriate, Methodology, Objectives, Environments, Encourage, Discuss, Communication, Technology, Knowledge, Skills, Globalization, Educational.*

INTRODUCTION

We have adopted an eclectic approach, recognizing that the teaching of English must be principled without being dogmatic and systematic without being inflexible. We have tried to show how the underlying principles of successful foreign language teaching can provide teachers in a wide range of EFL situations with a basic level of competence which can be a springboard

for their subsequent professional development. Indeed more than 70 per cent of the world's radio programmes are broadcast in English and it is also the language of 70 per cent of the world's mail. From its position 400 years ago as a dialect, little known beyond the southern counties of England, English has grown to its present status as the major world language. English became the common means of communication.

The demand for an appropriate teaching methodology is therefore as strong as ever. This paper deals with the traditional and innovative methods and approaches of teaching which are critically examined, evaluated and some modifications in the delivery of knowledge is suggested.

MAIN PART

English, as a world language, is taught among different nations' schools, but there is no regional of English which embodies like Uzbek, Kazak or Tajik cultural identity. The choice of variety is partly influenced by the availability of teachers, partly by geographical location and political influence. Students' in Tashkent and the Samarkand tend to learn American English. Europeans tend to learn British English, whilst in Papua New Guinea Australian English is the target variety. The distinctions between English as a second language (ESL) and English as a Foreign Language (EFL) are, however, not as clear cut as the above may suggest. The decreasing role of English in India and Sri Lanka has, of recent years, made for a shift of emphasis to change a long established second language situation to something nearer to a foreign language situation. Elsewhere, political decisions are changing former foreign language situations. Official policies in, for example, Sweden and Holland are aiming towards a bilingual position where all educated people have a good command of English, which is rapidly becoming an alternate language with Swedish and Dutch—a position much closer to ESL on the EFL/ESL continuum. It may be seen, then, that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual. The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be. This remains true for learners in extreme foreign language situations: few Japanese learners, for example, need even a passive knowledge of emotive English. But Danish, German and Dutch learners, in considerably greater contact with native speakers, and with English radio, television and the press, are more likely to need at least a passive command of that area of English which expresses emotions. In those second language situations where most educated speakers are bilingual, having command of both English and the mother tongue, the functions of English become even less clearly defined. Many educated Maltese, for example, fluent in both English and Maltese, will often switch from one language to the other in mid-conversation, rather as many Welsh speakers do. Usually, however, they will select Maltese for the most intimate uses of language: saying their prayers, quarrelling or exchanging confidences with a close friend. Such a situation throws up the useful distinction between public and private language. Where a common mother tongue is available, as in Malta, English tends not to be used for the most private purposes, and the speaker's emotional life is expressed and developed largely through the mother tongue.

Socio-linguistic research in the past few years has made educators more conscious of language functions and therefore has clarified one level of language teaching goals with greater precision. The recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP—English for Special or Specific Purposes. Hence the proliferation of courses and materials designed to teach English for science, medicine, agriculture, engineering, tourism and the like. Similarly the teaching of history is all about us in relationship to other people in other times: now in relation to then. This achievement of perspective, this breaking of parochial boundaries, and the relating to other people, places, things and events is no less applicable to foreign language teaching. By learning a foreign language we see our own in perspective, we recognize that there are other ways of saying things, other ways of thinking, other patterns of emphasis: the Uzbek child finds that the Uzbek word “**mehr-shavqat**” may be the equivalent of love according to context, there is no single equivalent to the world. Inextricably bound with a language—and for English, with each world variety—are the cultural patterns of its speech community.

CONCLUSION

English, by its composition, embodies certain ways of thinking about time, space and quantity; embodies attitudes towards animals, sport, the sea, relations between the sexes; embodies a generalized English speakers’ world view. By operating in a foreign language, then, we face the world from a slightly different standpoint and structure it in slightly different conceptual patterns. Some of the educational effects of foreign language learning are achieved—subconsciously—in the first months of study, though obviously a ‘feel’ for the new language, together with the subtle impacts on the learner’s perceptual, aesthetic and affective development, is a function of the growing experience of its written and spoken forms. But at the motivational levels of which most learners are conscious there are compelling reasons for selecting a language which is either that of a neighbouring nation, or one of international stature. It is hardly surprising, then, that more teaching hours are devoted to English in the classrooms of the world than to any other subject of the curriculum.

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IMPROVING TECHNOLOGIC EDUCATIONAL ACTIVITIES WITH THE HELP OF CREATIVE THINKING

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ABSTRACT

This article focuses on teaching students to think creatively in the training of future teachers of technology in higher education. To this end, the views of pedagogues and psychologists on creative thinking are given, and questions and situations that teach students to think creatively in the teaching of "Working with individual details and combinations of clothing" are discussed. In the process of "Technology Education Workshop", which is taught in the training of future teachers of technology in higher education, students have more or less different abilities and inclinations for creative thinking. Each student has certain deposits needed to find creative ideas, and the teacher must fully use their pedagogical skills in this area.

KEYWORDS: Creativity, Creativity, Innovation, Problem-Solving.

INTRODUCTION

Teaching students creative and non-standard thinking in higher education plays an important role and in many ways affects the quality of teaching. If creative and innovative decisions are not made in the educational process, there will be no updates. We know that there is a fine line between non-standard and creative thinking, and non-standard usually involves only the same difference, a change in existing methods and working methods. Creativity must be completely new and, most importantly, include an effective approach to problem solving. Each field of activity has its limitations on the creation and implementation of creative ideas.

In the process of “Technology Education Workshop”, which is taught in the training of future teachers of technology in higher education, students have more or less different abilities and inclinations for creative thinking. Each student has certain deposits needed to find creative ideas, and the teacher must fully use their pedagogical skills in this area. Every student has a certain level of competence, and the teacher must constantly increase it. That is why, creative trainings that can identify the hidden creative abilities that exist with the help of special technologies and techniques can be useful and, of course, can be applied in the educational process.

Creativity - the ability to change the mind and creativity; Very close to the concept of “creative thinking”. Creativity includes past, joint and future features of the process, as a result, a person or group of people creates something that did not exist before.

The understanding of creativity is characterized by a very broad perspective: the problem is to create something new in a situation that creates a dominant that reflects past experience; it is to go beyond existing knowledge; it is the interaction that leads to development. There are two main directions in the study of creativity in psychology.

First, the results (products), their quantity, quality and importance;

Second, creativity is seen as a person's ability to abandon stereotypical ways of thinking.

D. Guilford, one of the founders of the theory of creation, emphasizes six creative parameters:

- 1) The ability to identify and articulate problems;
- 2) Ability to solve many problems;
- 3) Semantic spontaneous flexibility - the ability to produce different ideas;
- 4) Originality - the ability to produce long-distance associations, abnormal responses, non-standard solutions;
- 5) The ability to improve the object by adding details;
- 6) The ability to solve non-standard problems, showing semantic flexibility, that is, the ability to see new features in the object, to find new uses.

It is necessary to take into account the peculiarities of the creative process in the “Technology Education Workshop”. Many researchers consider the creative process to be specific to different areas of activity and knowledge.

However, general requirements for the creative thinking process can be identified. The creative process, regardless of the problems it focuses on, should include:

1. Changing the structure of external information and internal concepts through the formation of similarities and conceptual gaps.
2. Constantly restructure the problem.
3. Use existing knowledge, memories and images to create new knowledge and apply old knowledge and skills in a new way.
4. Use of non-verbal thinking model.

5. The creative process requires internal stress, which can occur in three ways: at each stage of the creative process in the conflict between traditional and new; in the ideas themselves, in different solutions or products; uncertainty can be created between the chaos and the desire for a higher level of education and efficiency within the individual or society as a whole. Probably, three types of tension appear at different stages of the creative process.

Creativity-thinking, emotions, creative abilities that can be expressed in communication and characterize the personality and the product of the activities of this person in general. Creativity is a process of overcoming the interdependence of thinking, emotions, communication. The Creator is always more tolerant than others: he is a habitual behavior, perhaps not the best, but willing to admit that it was accepted by the power of habit; everyone lives in his own world and sees this world with his own eyes, not by those around him. [1. 87 b]

Azizkhujueva N.N., - "Creativity is a way of professional life, a multifaceted educational process and the desire and ability to create a new pedagogical reality at the level of goals, content, technology. He described creativity as helping the teacher to adapt to the flow of innovative change. [2,139 b]

Guilford: "Creativity is a different way of thinking" begin to look for solutions in grievances.

Different ways of thinking are the basis of creative thinking, characterized by the following characteristics:

1. Speed - the ability to express the maximum number of ideas (in this case, their quality does not matter, but their number)
2. Flexibility - the ability to express different ideas.
3. Originality - the ability to produce new non-standard ideas (this may manifest itself in the answers, may not correspond to the generally accepted).
4. Completeness - the ability to improve the "product" or give it a complete look.

Methods of developing creativity in the "Technology Education Workshop" Of course, no training can teach a person to discover great ideas. But the main advantage of such programs is that they eliminate barriers to the development of creative thinking, and most importantly, the fear of creativity. By clearing their minds, people are not afraid of failure or ridicule, and more actively offer their ideas.

Here are some examples of the most popular methods for finding new ideas.

1. Mental attack (brainstorming). Written by Alex Osborne. The basic principle is to produce an idea and criticize it. Each participant puts forward ideas, others try to develop them, and the analysis of decisions is made later. Sometimes use the "dumb" version of brainstorming - brainwriting, when the thoughts are written on a piece of paper, where the participants pass each other, giving rise to new ideas.
2. Problem method. The goal can be achieved through the development of innovative skills, teaching students to think creatively in the lessons of technology education practicum, problem-solving of the chosen topic.

In the following lessons of the Technological Education Workshop “Processing of individual details and combinations of clothes [4 71 p] to teach creative thinking on the basis of problem-based methods, productive activities of students, combined with the performance of exercises;

The topic begins with an explanation from the teacher and shows students the types of pockets that vary in appearance and shape, taking into account the fashion direction, and asks how they are sewn. Using their life experiences, students correctly answer that there are different types of pockets, such as flaps and leaflets, and that they should be chosen according to the type of clothing. In fact, with this question, the teacher activates the knowledge about the types of pockets, their choice depending on the type of clothing. Then what are the main details of the pocket and what are the factors to consider when designing them? he asks.

Students will be told that the pocket lining of a backpack consists of an aura, and how a leaflet or cover pocket flower can be matched to a front aura flower.

The teacher should explain that the strip of fabric can be crossed on the pocket cover and the length of the detail on the bottom cover of the pocket. Students are encouraged to cut out some of the details themselves so that they can learn to determine the direction of the fabric's longitudinal and transverse stripes.

It is known that in the process of working on the “example” and memory, there are no conditions for independent creative thinking. In addition, clear guidance does not allow it to occur.

For practice, the teacher provides pre-class equipment. Naturally, the operations not performed by the teacher, the cutting of the corner areas associated with the technology of cutting and sewing pocket cover details (cutting with a seam allowance of 0.2 - 0.3 cm) from the details of the aura The pairing processes that form the cant are a big problem for students.

Many students make mistakes such as not being able to draw the corners evenly, sewing the edges in different sizes, not being able to draw the bends out of the bends, and the student who is dissatisfied with his work turns to the teacher and uses this technology. asks to be shown by the teacher.

In order to "independently find a solution to a typical problem situation", the details of the sewing and sewing process are taken. In this case, the technology of sewing cut-out pocket pockets with a lid close to the cut-out pocket is chosen. The teacher creates the following problem situation by saying that the student can rely on previous knowledge. Jackets, jackets, thin woolen garments, and thin woolen garments are shown and asked to differentiate. Attention is paid to the main details of the checkered pocket. Independence in sewing and sewing technology is required.

In order to impart new knowledge by the teacher in the apparatus of OLK-1 [4 Pp. 72-78] may indicate the similarities and differences between this technology and the method mastered by the students. Of course, with a list prepared by the students, the bottom of the liner should be turned down and the base should be flattened along the ridges, processes such as downward installation are properly analyzed. In teaching this topic, you can take one of the types of sewing a list with a reverse stitch, making a list on a machine OLK-1. Or one method may be shown and the others may be used as a model.

Another method of problem-based learning is to "suggest a multivariate problem and identify the missing knowledge in solving it and look for and find a solution to the problem." On the topic of pocket sewing technology, the process of sewing a framed pocket pocket can be offered to students as an assignment.

In this case, the compatibility of the pocket frames, the outer shears of the pocket covers, the plane of the corner of the pocket, the accuracy of the decorative seams, the inability to remove the seams of 0.1, 0.2, 0.3 cm for most students it may not be a problem.

Problem-solving tasks can be extremely challenging for students, and they may be prepared to respond on their own. In such situations, the teacher should reiterate the task and pay attention to the inconsistencies or inconsistencies in the condition. Then it becomes clear that students do not know the answer to the question. Finding solutions to problem-solving tasks allows students to actively and consciously acquire new knowledge and ways of working.

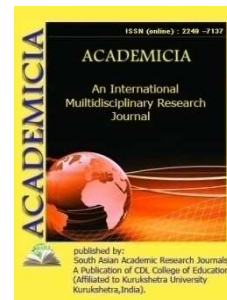
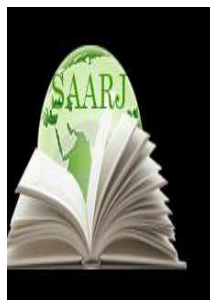
Problem-based learning technology on the subject of "processing of individual details and combinations of clothing" is an effective method of teaching that leads to the conscious mastery of new learning material by students.

CONCLUSION

- The use of methods that encourage students to think creatively to improve the quality of education in the practice of technology education leads to an increase in the effectiveness of training.
- "The use of problem-solving and brainstorming methods in teaching the subject of processing of individual details and combinations of clothes gives students a sense of creativity, not to be afraid of non-standard thinking, to apply knowledge in new situations, identify problems in the work process and find solutions.
- Asking questions and creating situations in the classroom, aimed at creative thinking, serves to develop the individual characteristics of students.

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USE OF LITERARY MATERIALS IN TEACHING ENGLISH

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ABSTRACT

The importance of integrating literature into second language learning programs has been discussed for years, and literature has begun to return into language classes in recent years at an increasing rate. In fact, literature was included into language teaching from the very beginning when modern languages began to appear in the curriculum of schools in Europe in the 18th century. Grammar Translation Method was the first method of teaching foreign languages; and this method was used for the longest period of time. In the history of language teaching from the beginning until early 20th century The aim of this method was “to learn a language in order to its literature in order to benefit from the mental discipline and intellectual development that result from foreign language study”. The beginning of the 20th century witnessed efforts to “emancipate modern language from grammar\translation pedagogy”.

KEYWORDS: *Writing Skills, Instructions, Grammatical Correctness, Texts, Errors, Cognitive Challenges*

INTRODUCTION

MAIN PART:

Literature began to exclude from the syllabuses of language teaching programs with the use of the Direct Method. With the replacement of the Direct Method by the Situational language Teaching and Audio lingualism after WWI, literature was completely taken out of the realm of language teaching. This continued till the rise of Communicative Language Teaching in 1970s

and 1980s. The use of authentic texts as teaching materials in communicative teaching opened the way for literature to be considered in language teaching again.

In spite of the doubts about literature because of its notorious connection with grammar translation method, literary works began to make “a welcome comeback within a communication oriented methodology”. Since then literature has commonly been considered to be a way of having access to authentic materials although the way and frequency of using literature have shown a great range of variety. Some people view literature as supplementary material for entertainment and motivation, some as central material because “Literature is language”.

Some people use it for close linguistic analysis and some Traditional education does not observe the experiences young people may have nor does it match their abilities and needs it imposes its rules and facts on the learning process, where the students are in a complete state of receptivity and obedience.

This process should be viewed as an experience, a free activity and a development of the individuality in a way that utilizes the opportunities of present life to acquaint the young generation with what is going on in the world and prepares it for the future as well.

Studying, memorizing and applying rules of grammar of a certain language may elicit a learner's loss of identity viewing the fact that the capacity for self-expression is likely to be halted or invariably obliterated. This is what young hints at when he comments on the consequences of relying merely on what is exactly stated in the textbooks; this feeling of loss of self might be further exaggerated in the process of acquiring a properly academic voice.

Literature classes help students find their voice. In this way, getting students talk in another language and assisting them express themselves have a lot in common. Literature can be a tool rather than an end in teaching English as second or foreign language.

The major four reasons why literature should be used in ESL\EFL classrooms are; authenticity, cultural and language enrichments, in addition to personal involvement. The part which a novel or a poem plays is to take the learner to vaster or larger area of huge bulk of language utterances, based on lifelike, situational, authentic experiences which characters have in the literary work. Likewise, reading works of different literary genres offers students familiarity with many various linguistic forms, communicative functions and meanings.

The worlds which such written texts as novels, short stories, poems and drama offer helps in learner's understanding of how communication in that country takes place as they present situations of characters from various social \ regional backgrounds. Writing could be an important task in teaching literature, since it affects the students' proficiency and helps students to organize their ideas clearly. However, Isaacs (2009:119) claims that there is no place for writing in many English classes; alternatively, even if there is, it is exclusive area in English department. Moreover, Mainland (2013:146) describes the role of criticality in literature, emphasizing that critical ideas need a good language for utterance. Interestingly, the process of language learning draws a connection between texts and ideas to keep on the path. According to Murat (2005; 55), through literature learners become familiar with a “substantial and contextualized body of text”. In addition, what adds to their writing skills is their increasing awareness of the variety of the ways by virtue of which ideas can be connected. Using literature also brings about the learner's personal involvement. That is, they begin to react emotionally to

the story that is being unfolded, which has a beneficial effect on the whole language learning process.

Literature can serve the source of correlation between the students' proficiency and language use. Relevantly, Adesuyi (1991:38) explains that both language and literature are inseparable parts of English, and each is described as one side of a coin. Both are serving people's communication that is used to express different thoughts. Precisely, different types of literature may affect language acquisitions in accordance with culture, society and area. Reading and studying a novel, a play or a poem in the target language may help in introducing learners to the culture through which that language passed.

It is through reading a literary work written in a certain dialects of a language that a student may be aware of the varieties of that language. The value of literature essentially comes from its capacity to develop learners' sociolinguistic knowledge of the target language, providing them with a wide range of language varieties.

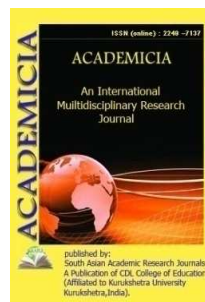
Language changes from one social group and profession to another. Similarly, a person speaks differently in more than one social context, using formal or informal speech styles... In the light of the above, literature exposes the learner's to other languages and cultures. Moreover, the interrelation between language and literature could be seen through expressing ideas. It shows how people of different cultures can share their ideas simply through language. Besides, a subsequent advantage of studying literature will be enrichment of the learners' vocabulary and reading skills. Furthermore, literature could be used in teaching any language.

As Rosen jar claims, non-native students of English translate poetic terms directly without understanding the context, which will not help in their language development. So, studying literary material may function as a catalyst that facilities the intellectual growth of a student while interacting, sharing and exchanging views or opinions among his or her classmates.

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PEDAGOGICAL BASES OF FORMATION OF ECOLOGICAL CULTURE IN STUDENTS OF PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTION

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ABSTRACT

In this article, the formation of the ecological culture of students of higher educational institutions is substantiated as a pedagogical problem, as well as a system and content of the formation of the ecological culture of students is created, a methodology for the formation of ecological culture is proposed and criteria and scientific and methodological recommendations for the formation of the ecological culture of students are formed.

KEYWORDS: *Identified Population Ecological Consciousness, Ecological Culture In Students, The Development Of Science And Technology Ecological Education Pedagogical Higher Educational Institutions*

INTRODUCTION

We all know that today, as a result of the development of science and technology, the increase in the number of industrial enterprises, the increase in modes of transport, the chemicalization of agricultural crops, population growth in cities and finally the demographic consequences, not only in Central Asia, rather, the global environmental crisis is escalating.

On the threshold of the new millennium, the world has faced unprecedented challenges and threats related to the extraordinary natural changes that threaten human life and activity, wildlife and flora in different parts of the world.

Unfortunately, such threats are becoming more acute in Central Asia. In the second half of the last century, the reckless use of large Trans Boundary Rivers and the construction of environmentally harmful industrial facilities have brought our region to the brink of disaster.

The tragedy of the drying Aral Sea is a clear proof of this. Once one of the rare and beautiful seas, the Aral Sea has become a water basin that is drying up in the eyes of a generation; its deserted bottom has a devastating effect on the health of the population and the gene pool, leading to the degradation of agricultural lands, flora and fauna.

Today we all have a very important task ahead of us. It is about preserving nature for present and future generations, protecting it from new dangerous projects that further complicate the living conditions and access to nature of the people of our region and other regions.

Today, environmental problems pose a serious threat to human health. According to the Global Humanitarian Forum, climate change on the planet kills 300,000 people a year. Three hundred million people live under its negative influence.

Indeed, as early as the middle of the last century, it was recognized that the problem of environmental crisis had become a global problem, moving beyond one region, national and regional framework. A number of measures have been developed to prevent it. But it is still difficult to say that a significant positive shift has been made in this area. It is felt that environmental education has a special place among the measures taken to address the problems at the regional, regional and global levels.

THE MAIN PART

It has long been known that the formation of ecological consciousness, culture, enlightenment in people, cultivating in them the qualities of caring for nature, compassion, thrift is a vital necessity. In ancient times, even in the absence of ecological science, the culture of attitude to the environment, nature, the concept of norms was a characteristic feature of the peoples of Central Asia. The importance of the science of the holy books "Avesto", "Holy Qur'an", "Hadith" in the emergence of this feature and its inculcation in the minds of people. These sources contain profound ideas about the main living environments of the planet: water, soil, air, factors - living nature and its representatives - plants, animals, their respect, conservation, and examples. For many years, for centuries, our people have enjoyed and valued this treasure.

An important task for young people who are the builders of the future society is to form environmental knowledge, skills and abilities, beliefs and views, which are the main basis of environmental culture, in short, environmental awareness and morality that govern the activities of young people in the natural environment.

In the formation of ecological culture, beliefs, knowledge, skills and abilities, norms of activity and behavior, emotions are its components.

The Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan has approved the program "Environmental Education" to ensure the relevance and continuity of environmental education, the level of state and public policy. Identified the implementation of the recommendations as the main task. These are:

1. To bring up a healthy generation with a high ecological culture in a clean environment.
2. Introduction of continuing environmental education at different stages of education.
3. Formation of ecological consciousness and ecological culture of students of higher educational institutions.
4. Form a compassionate attitude towards nature in young people.

Of course, in the implementation of these tasks, not only to provide students with environmental education in the classroom, but also the development of leading principles, factors and features of education in this area requires further improvement of the content and objectives of environmental culture. The purpose of the formation of ecological culture is to form a sense of responsibility of students to the environment, the need to implement a system of ecological knowledge, views and beliefs in harmony with nature in all areas of practice.

Following this, various events are organized and held at our institute. In particular, on July 3, our department under the guidance of professors and teachers of the 1st year students organized an event dedicated to July 5 - World Environment Day "Let's save nature - save the future." it serves to cultivate such qualities as care and love as the pupil of the eye.



In the formation of ecological culture in students, it is advisable for teachers to carry out the following work in their lessons:

1. Defining the goals and objectives, stages, level of knowledge and skills of environmental education.
2. Defining the exact content of environmental education, generalization and use of experiments in human and natural ecology.
3. Development of a comprehensive program, principles, forms and methods of environmental education and conditions for their improvement.
4. Development of effective measures, skills, habits, beliefs and concepts.
5. Determining the effectiveness of environmental education and the level of education, the level of environmental behavior, environmental culture, the types of activities for the formation of an ecologically oriented person.

As a result of these lessons, the following system of formation of ecological culture in students is formed. These are:

1. Deep understanding of the content and types of ecological culture;
2. Adherence to savings in the use of natural resources;
3. Deep understanding of global, regional and local environmental issues;
4. To have detailed information on sustainable development;
5. Sense of care for the environment;
6. Ecological culture and its components.

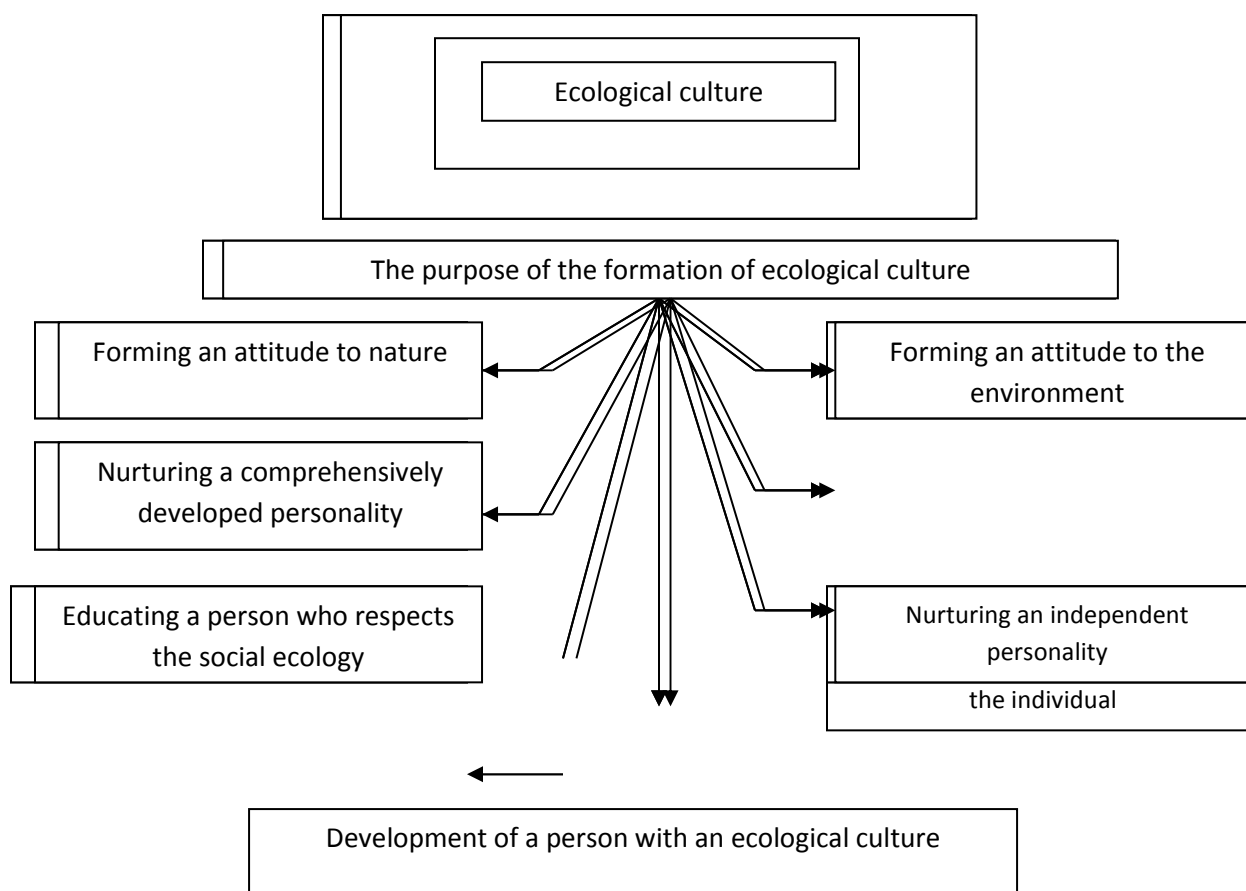
The formation of teachers' skills in practical work requires regular independent work with them, experiments, observation in nature on the land of the institute. These practical works help to form ecological education and culture in students. It depends on the method used by the teacher in the practical training.

Because the methods of formation of ecological culture are pedagogically scientifically based means of interaction of students for a specific purpose, the organization of a person's profession, self-management, psychological and pedagogical influence on their minds and manners. At the same time, it serves to raise the level of student activity and the process of conservation of natural resources.

Methods of formation of ecological culture - with their diversity and features, have an impact on the lives of teachers and students. At the same time, the teacher's influence on students is used to prevent various conflicts. The student's ecological consciousness is formed gradually in the process of life. Therefore, in order for a teacher to achieve positive results in the formation of ecological culture, it is necessary not only to have a direct impact on the methods, but also to use the available tools in the lives of students in such a way that , should have an impact on manners.

Forming a personal attitude to himself and the environment - the ability of each student to find his attitude to nature, society and natural resources, his individual, intellectual abilities, characteristics, place in society to bring up the incarnation of others. (Scheme 1)

The purpose of forming an ecological culture in students



Scheme 1

To bring up a well-rounded person is to be spiritually mature, morally and physically fit, to be able to show his moral and spiritual qualities, to overcome any difficulties and to solve natural and social problems. to be

Nurturing a person with social and ecological education is the ability not only to understand himself, to connect with society and nature, but also to establish the right relationship with them. to overcome negative and serious situations in nature.

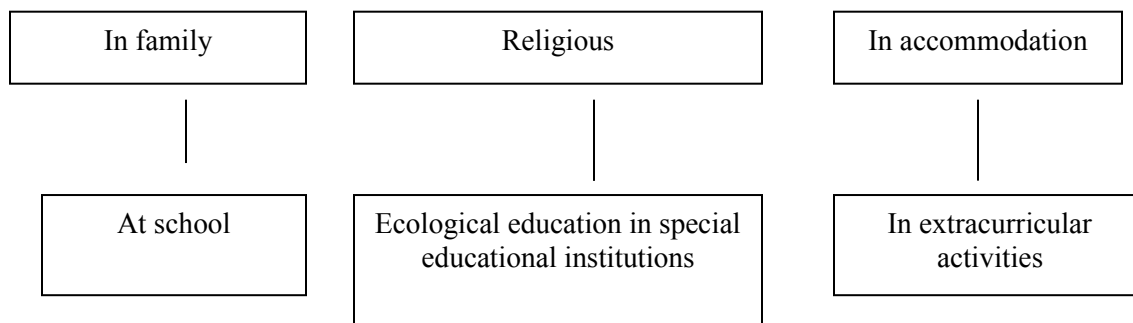
The formation of the student's attitude to nature is the education of spiritual maturity and sophistication of man, the manifestation of the features of the development of creative abilities in him.

To study the long-standing way of life, family traditions, customs of the peoples of the East and the West, their place in modern life; to study the history of the people's way of life, the study of primary sources and writings that provide information about the future dreams of the people, to determine its importance in the formation of ecological culture; to achieve the use of folk pedagogy, folk crafts, applied arts, music and theater in the formation of ecological culture in students.

The development of a student's personality with an ecological culture is an upbringing in which a person constantly finds his individual and socio-spiritual qualities, not limited to the achievements,

but also to find forms and means of further development in the future. Thus, the identification of effective forms, methods and tools for the formation of ecological culture among students in higher education; formation of ecological culture and professional development of students through classroom lessons and extracurricular activities; strengthening the activities of public organizations in higher education in the formation of environmental culture among students; Ensuring the cooperation of the family, community and community in the formation of environmental culture among students, increasing the responsibility of state and public organizations. (Scheme 2)

Types of formation of ecological culture



Scheme 2

The formation of ecological culture of students requires that their feelings, approaches and actions to nature are in accordance with universal, spiritual values.

CONCLUSION

The multitude of natural-scientific, psychological, educational and pedagogical factors in the problems studied today requires a continuous approach to the formation of ecological culture in students. These are: interdisciplinary coherence, the common destiny of man and nature, the impact of man on nature and the emergence of ecological tensions.

Organization of special courses, special seminars and optional classes on the basics of ecological culture, the establishment of societies, associations, centers, clubs and circles for the formation of ecological culture in students, various extracurricular activities in the formation of ecological culture in students. Environmental education is carried out through meetings, conferences, seminars, discussions, seminars-trainings, round tables, debates, independent work, role-playing games.

In the process of love for nature, students develop skills such as the beauty of nature, the vastness of the vast fields and valleys, the high mountains and the snow shining in them from the sun. Love of nature - has great potential in the formation of student knowledge. This expands the student's horizons. They develop skills such as comparison, identification, equalization, drawing conclusions. The beauty of nature has a positive effect on the spiritual development of the student's heart.

Ecological culture begins with the obedience of citizens, on the one hand, and government agencies and public organizations, as well as business entities, on the other. This means that in the society we are building, serious attention will be paid not only to raising the environmental awareness of the population, but also to increasing the efficiency of all sectors of society, non-governmental organizations and social institutions.

In the process of forming an ecological culture, students have the following:

- ☐ Students are equipped with in-depth knowledge, skills and competencies in environmental culture;
- ☐ Respect for nature is established among students;
- ☐ a healthy spiritual environment is created in the community;
- ☐ Students learn to follow the ecological culture in everyday life;
- ☐ Students develop the skills of following the rules of cleanliness and cleanliness;
- ☐ Ecological culture is formed in students on the basis of folk pedagogy and national values.

Features of the process of realization of the purpose of formation of ecological culture in students of pedagogical higher educational institutions, including ecological culture, formation of the attitude to the environment, nature, bases of education of the person having well-developed social ecological education will be explained.

In short, based on the tasks of forming an ecological culture in students, the student's ecological consciousness, ecological thinking, activity, goals and work plans are improved. Students develop the ability to express a personal attitude to nature, to show personal example and initiative in the field of nature protection, to organize independent environmental activities.

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DEVELOPMENT AND MANAGEMENT OF FORMS OF MARKETING COMMUNICATIONS IN MODERN CONDITIONS

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ABSTRACT

This article analyzes methods of development and management of forms of market communications in modern conditions and their importance. Also describes the modern marketing system and types of marketing communications. Information on all sectors, industries, divisions of the national economy (from the workplace to the ministries) and similar to this enterprise continuous exchange of information between enterprises and organizations; Nomenclature of manufactured goods with the development of plumbing; The technical base of production is modern and enriched with a complex parking system, technological processes intensifies and becomes more complex, the specialization of production expands and so on.

KEYWORDS: *Marketing, Communications, Modern Condition, Integrated Marketing.*

INTRODUCTION

Today, the achievement of optimum impact on the consumer is provided by integrated marketing communications coverage of the target audience of the company that is, using the concept of integrated marketing communications (IMC). In the 1990s; the concept of integrated marketing communications has led to a revolution in the field of promotion, as well as the introduction in the 60s the concept of marketing mix completely changed the practice of marketing. It was found that for the effective management of marketing activities necessary to combine different forms of promotion into a single coherent program of integrated marketing communications.

Information on all sectors, industries, divisions of the national economy (from the workplace to the ministries) and similar to this enterprise continuous exchange of information between enterprises and organizations; Nomenclature of manufactured goods with the development of

plumbing; The technical base of production is modern and enriched with a complex parking system, technological processes intensifies and becomes more complex, the specialization of production expands and so on. "Communication Processes of Marketing Activities (KJ), it's manifested in the exchange of information between individual objects, the enterprise goes into all stages of the information process.

Its importance and features feedback on the collection, registration and transmission of information and regulation of the market and production process of the enterprise is most evident in the performance of its function. "[1].

Marketing each to better understand the possibilities and solve marketing problems

Which organization, business, or firm needs complete and accurate information? They are their own sales and pricing of buyers, competitors, intermediaries' comprehensive analysis, development and monitoring without data they can't do it.

Marketing - to meet the needs and requirements through trade the type of targeted human activity that interacts with all market participants to form and satisfy their actions, demands based on their interests is a combination. Marketing involves all stages of the product movement study of the buyer, demand, supply and price, production program create, sell and consume and provide a variety of post-consumption services organization of services and disposal after consumption is a holistic-systematic approach in solving market problems such as.

Advertising plays a key role in marketing communication. This is the market is a multifaceted form of activity that is sometimes divided into independent directions. Marketing and advertising are two sides of the same coin. With that at the same time, advertising has a special place in the marketing system. Communication between producer and consumer advertising is calculated. Advertising involves the whole system of communication between the enterprise and the market takes the consumer needs qualified knowledge about the advertised product, have to have an idea. Advertisements should look like this to provoke a positive attitude of the consumer to the product and to buy it should inspire confidence. Figure 1

The marketing communicator should address the following issues:

- Identification of the target audience; this is to determine the target audience is the most basic function of the communicator. Develop a brand for which you are if you publish, that is your target audience. For example, certain segments of the population, women, youth, businessmen, etc.
- Identify the main purpose of advertising. You sell your goods for different purposes

You can advertise. These goals can be divided into the following types:

- a) Information about the goods - the fact that the buyers have such goods, have information about the name and brand of the product;
- b) Increase the knowledge of consumers about the product - the buyer is the product may be available, but this information may not be sufficient possible. Then you will be given full information about the product;
- c) change the customer's attitude to the product in a positive way generally the buyer has a good opinion of the product and a good attitude towards the product used without. That is, the

communicator buys the product find out why they don't like it and fix those flaws through advertising must indicate that;

g) Convincing customers. From persuasive advertising for this used. In doing so, your product has advantages over competing products and its usefulness is shown. One of the main means of persuasion is with the public communication;

d) Advertising to increase sales. It's about the brand everyone has enough information, but reminds customers of the product;

- Information selection. You determine the purpose for which you are advertising once you receive it, you need to prepare an ad text that is targeted make an impact on the audience.

- Selection of media. Communicator information after preparation it is necessary to determine through which channel to deliver it. There are two main types of transmission: individual (individual) and general.

-Conversation with the customer on a personal channel, telephone communication by mail, mail application, etc;

- Mass media, various events, conferences and more.

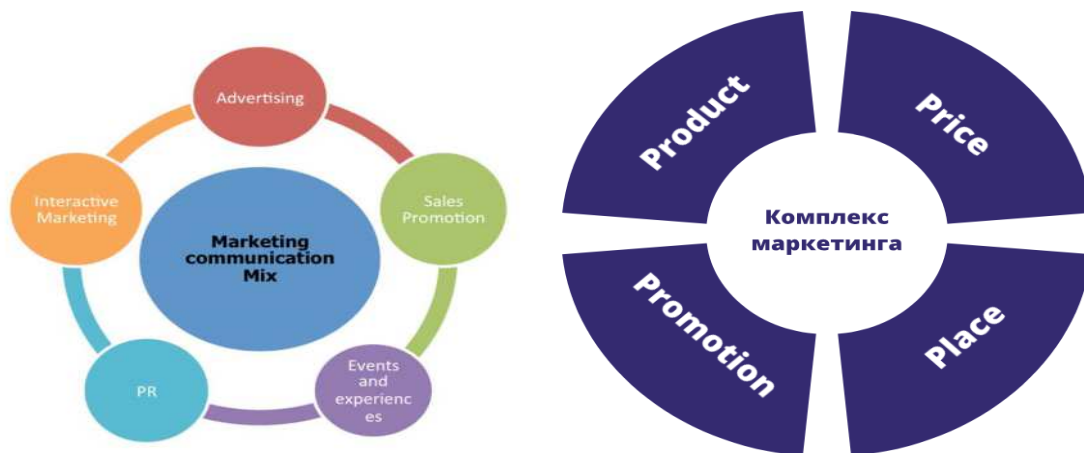


Figure 1: marketing communication

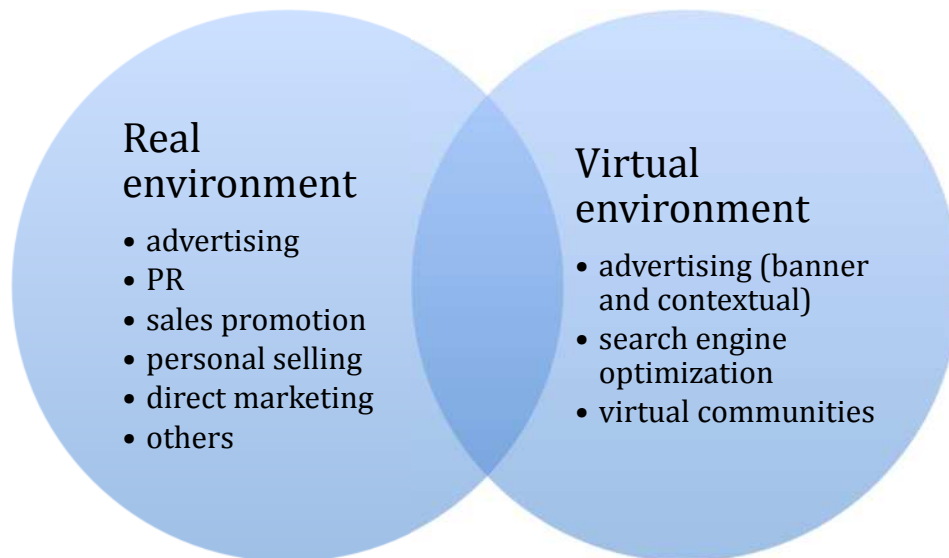
Relevance of the implementation of complex integrated marketing communications is due to several reasons:

- The effectiveness of the use of certain tools of the marketing policy of communications, including due to the high cost (for example, television advertising). Using complex IMC allows you to combine the budgets needed to move the same goods through various channels of communication, reducing the cost for each of them. So that the company has achieved its aim effectively, as well as dealing with fewer partners, shifting them complete solutions in a single block.

- The rapid growth of the flow of information and technology marketing communications under the influence of the Internet. The emergence of new distribution channels, interactive media, and

the development of specialized media requires adjustment and placement of other accents in the strategy of marketing communications firm.

- Moving to the individualization of consumption and, consequently, to a two-way interactive marketing communications that require the involvement of both the consumer and the producer. In such circumstances, an increasingly important role to play become sources of influence and information dissemination: independent media, community social networks, business partners, family and friends, experts, state and public organizations, monitoring the quality of products.
- Glut in the market similar services and goods produced in a highly competitive environment for identical technologies. In such market situation marketers need to be creative in the using of new approaches and technologies promotion to position a particular product / service / brand in the minds of the target audience.



The unique advantage of using the IMC is to achieve synergies in the marketing activities in the real-virtual market. The synergy in the context of the problem - the excess of the cumulative effect used for the promotion of communications products over the sum of the effects of the individual components of the communication. Its meaning is that the consistent use of various communications tools allows to achieve a higher overall result than separately. At the same time the basic principle in the decision to use multiple means of communication is the choice of means of communication as a major and a few (or one) of the subsidiary. The main means of communication must be able to independently and more effectively reach all communication effects. Aids designed to compensate for any gaps in the coverage of the target audience - or they may contribute to the achievement of certain objectives of communication at the lowest cost or to provide additional benefits in terms of impact on the consumer at the point of sale or consumption of the goods [2]. In any case, there is the potential for the formation of a synergistic effect when using multiple means of communication.

CONCLUSION

The introduction of network communication between machines, equipment, buildings and information systems, the ability to carry out environmental monitoring and analysis of the production process and their own status in real-time transfer of intellectual systems of

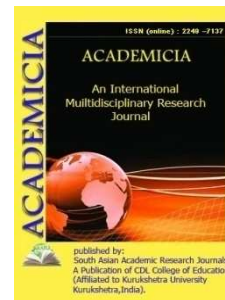
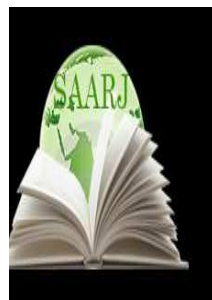
management and decision-making leads to a change of "paradigm" of technological development, also known as Industry

Management of communicative processes in the marketing system:

1. Strategies for communications and product promotion substantiate the development of an effective communication algorithm.
2. Collaboration, interaction with consumers and competitors developing an efficient system of movement.
3. Multimedia - developing optimal solutions for companies output: approval of advertising goals, decision on advertising budget reception, selection of advertising media, and the effectiveness of advertising evaluation
4. Development of direct marketing program, sales optimization and PR (Public Relations)

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THE LONG AND CLOSE PAST OF THE UZBEK LANGUAGE, LOOK AT THE PRESENT AND THE FUTURE

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ABSTRACT

New terms formed in the national language, activation or passivity of the meanings of linguistic-speech units according to objective conditions, addressing the long and recent history of the role and place of government and state leaders in language policy. Issues such as the language of artistic creation and the language of science can be perfected only if they serve a single national language. Language is the property of the whole nation, of all people who speak a particular language of an entire nation. Maintaining the purity and clarity of the language is the significant issue that requires attention every second and every moment, as well as no artificiality, no haste in this direction.

KEYWORDS: *Language, Words, Mother Language, Lexis, Speech Units, Soviet Period, Faith, Explanation, Dictionary, Active, Lexica-Semantic, Scientific Language, Literary Norm, Word Meanings.*

INTRODUCTION

Language is the property of the whole nation, of all people who speak a particular language of an entire nation. Maintaining the purity and clarity of the language is the significant issue that requires attention every second and every moment, as well as no artificiality, no haste in this direction. It is known from history that the fate of a language under the pressure of one or two people or some social class has a negative impact on the development of language.

ANALYSES OF LITERATURES AND METHODS

In the article we utilize essentially Uzbek explanatory dictionaries such as explanatory dictionary of the Uzbek Language, two-volume, which published Moscow in 1981 and Explanatory

dictionary of the Uzbek language, which published "National Encyclopedia of Uzbekistan" State Scientific Publishing House Tashkent in 2006 and second edition in 2020. Moreover, as a justification of our point of view there are given Aziz Kayumov's ideas (Alisher Navoi 10 volume 1st volume Tashkent 2012) and Muhammad Yusuf's poem – Selection Mother tongue ("Sharq" Tashkent 2018). In the "Qobusnoma" of the great Eastern scholar Kaikovus, there is a saying, "Know the word the noblest". (Kaikovus "Qobusnoma" Tashkent 1994)

DISCUSSION AND RESULTS

In the first years after the adoption of the law on the state language, many unnecessary terms began to be used in the media with "hurray". Uzbek alternatives of many words which were borrowed from Russian were presented. In particular, to express the concept of "higher education institution" (university) – *олийгоҳ*, *илмгоҳ*; *област* – *музофот*; instead of the word *район* (district) – *ноҳия*; instead of the term *самолёт* (aircraft) – *тайёра*; at the *аэропорт* (airport) – *тайёрагоҳ*; *журнал* (magazine) – *мажалла*, *жарида* style words were put into consumption. However, these words were not accepted by the society. On the contrary, to those formed in Soviet-era upbringing, the use of the word *таътил* (holiday) instead of the word *отпуск* (Russian word holiday) at first seemed to melt. Because the people of that time consider that *таътил* is the word which express only for school pupil who able to go to the holiday as a period of rest. In this sense, they mocked, saying, "Children are not adults who can be on holiday," and described *музлатгич* (refrigerator), *музқаймоқ* (ice cream), *чангютгич* (vacuum cleaners) as "artificial, coercive words." But instead of the dozens and hundreds of similar words like *студент* (student) – *талаба*; instead of the term *область* (region) – *вилоят*; instead of the word *район* (district) – *туман* style units have been actively introduced into consumption. Also, doublets such as *Республика* (republic) – *жумҳурият*, *Конституция* (constitution) – *комус*, *депутат* (deputy) – *ноиб* were used in parallel.

According to the policy of the Soviet period, the limited scope of consumption and the re-activation of words in our speech, which were interpreted mainly in a negative sense, also play an important role in the lexical development of the language. For example, some of the units, such as *асвазир*, *ҳоким*, *хусусий мулк*, *маҳалла посбони*, *бекат*, *вақф*, *эхсон*, *амри маъруф*, *зиёратгоҳ*, *дарвеш*, *ҳадми қуръон*, *эътиқод эркинлиги*, *ҳаж сафари*, *умра зиёрати*, *ибодат*, *рӯздор*, *сахарлик*, *ифторлик*, and *қироат* were reflected in various ways Uzbek Volume II Explanatory Dictionary (1981)¹, which was not active in consumption at the level required by Soviet policy. In the 1980s and 1990s, even though the dictionary correctly explains it, it was forbidden for students to refer to university professors as *домла* (teacher) out of respect for them. It should be noted that the first edition of the five-volume annotated dictionary of the Uzbek language, published in 2006-2008², and the second edition in 2020³, the meanings of the above words in the literary norm are sufficiently reflected.

Analysis of the transfer of semantic meanings in dictionaries created in different historical periods – the expansion and contraction of meaning in the semantic structure of language and speech units; the active meaning of the word becomes passive, and the objective historical conditions play an important role in the activation of the passive meaning. Similarly, in the context of a pandemic – the basic meanings of the words *қўнғили* and *ниқоб* fell into the background, and the meanings of these words in the background – volunteer and mask – became more active. *Зиёрат* (pilgrimage) as a linguistic unit began to be used in the recent past – in the sense of circumambulation of sacred places, and now in addition to this meaning: in the sense of

visiting parents, relatives, saints, going back and forth. One of the key terms of warfare is *стратегия*, which now means the direction of development, that is, *тараққиётнинг бешта стратегияси* (the five strategies of development), the concept of "rapid development." The use of the phrase "темир дафтар" (iron notebook) in the language has become more consistent as a result of the initiative to reduce poverty, initiated by the President. Related to automobiles and machinery - the term *механизм*, for instance automotive mechanisms, now refers to the members of the process. For example, the *жойларга ном қўйиш механизми* (mechanism of naming places), that is, the system formed on the basis of the results of certain scientific research in this area - in other words: the name of the place is a set of events, taking into account the nature of the object, its relevance.

Occurred on the basis of changes in social life: *халқ қабулхонаси, ягона дарча, давлат хизматлари агентлиги, йўл харитаси, қорилар (қуръон) мусобақаси, китобхонлар танлови, ижтимоий институтлар, оила институти, маҳалла институти, яширин иқтисодиёт, рақамли (иқтисодиёт, телевидения) хизмат, базавий ҳисоблаш миқдори* such terms are mainly units formed as a result of practical work done to improve the living standards of the population, to make them comfortable and adequately protected, and most important issue is to raise the morale of the people.

Nowadays, during the childhood and adolescence of the generation over the age of fifty, more than 90% of the TV broadcasts and more than 80% of the radio broadcasts are in Russian, looking for Uzbek broadcasts; The speech of the President of the Independent Republic of Uzbekistan is demonstrate in his native language not only in front of his nation, but also in the eyes of the whole world community. And most of them might be saying as: Oh, find blessings!!! It's amazing! In the post-independence years, a lot of positive work has been done in public life, especially in language policy. In particular, acknowledging that the last two or three years have been a turning point in this regard, it should be noted that much remains to be done to restore the Uzbek language, which has been under pressure for centuries.

It is known that hundreds and thousands of scholars, such as al-Khwarizmi, Beruni, Ibn Sino, Kashgari, Farobi, Zamakhshari, Burhaniddin Marginoni, al-Fargani, Mirzo Ulugbek, who created the cradle of world civilization, wrote in Arabic, the language of science of that time. Their invaluable discoveries are engraved in history as the product of the Arab scientific world¹. After Arabic, the "relay" was taken by Russian. The list of names such as Zarifa Saidnosirova, Habib Abdullaev, Hodi Zarif, Ibrahim Muminov, Hamid Sulaymon, Ayup Gulom, Sa'di Srojiddinov, Vasil Kobulov, Hamdam Usmanov, Suyima Ganieva, Kadyr Gulyamov is the works of great figures, which do not fit in dozens of books, are recognized internationally as the product of the Russian science. In mutual conversations, the teachers meant the following: ... there are two sacred languages for us, one of which is Arabic; the second is Russian. These languages cannot be touched. They said you can beat the Uzbek language as much as you want. At the same time, the era of globalization is raising the need for our scientists to conduct their research in English. That is, now English is emerging as our "third sacred language."

At this point, if we imagine our tongue as a falcon, then, of course, it must have a double wing in order to fly high. One of the wings is the artistic creation of word artists in the same language, and the other is the scientific research written by scientists who are the children of this country, this homeland. In this sense, it is known that for centuries our language has tried to fly with one wing, that is, the wing of artistic creation. Its second wing, as noted above, served other

languages. Most important thing is development of the homeland of bilingual languages is much more advanced than that of one-winged languages, and the living standards of the population are high, which is evident in the example of developed countries. As the poet says: Someone became a small nation, Someone was a big one². Double-winged tongues - large; the owners of a winged language - became a small nation.

As academician Aziz Kayumov noted, the work of Hazrat Navoi became a practical manifestation of the spiritual power of the great empire founded by Amir Temur³. He sealed it for eternity⁴. Simply put, the state policy founded by Amir Temur introduced our language to the world as a literary language. We also believe that the Uzbek language will "fly with two wings" in the near future as a result of the President's attention to education, science, especially our native language.

SOLUTIONS

For this purpose, among the works planned to be carried out in the future in this direction: 1) all scientific researches carried out in the territory of the republic: defense of dissertations and publication of monographs in the primary state language; publication in one of the foreign languages desired by the co-author; 2) prompt publication of research results of children of Uzbekistan engaged in scientific research abroad in the native language in the republic; 3) The results of scientific work and discoveries carried out around the world should be immediately assimilated by specialists in the relevant fields in the country, and the system of localization and development should be strengthened by law, regular reports of specific ministries on the practical results. Only then will the scientific research that will raise the world civilization to a new level in the third (Renaissance) period be carried out in the Uzbek language. The latest achievements of modern science are applied to life. In a short period of time, our country has passed the developed countries, and the living standards of the people are rising rapidly.

CONCLUSION

All in all, centuries later, today's "big nations" will become "small nations" and some "small nations" will become "big nations", and our descendants in the path of science will be one person or mediator of the scientific heritage of both ancient and modern ancestors. They are more likely to be experts who are unaware of the essence of the message.

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THE IMPORTANCE OF FORECASTING IN THE ACCOUNTING OF AGRICULTURAL LAND

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ABSTRACT

This article provides an overview of the current state of agricultural land, which is the main source of food production, as well as its current performance over the past years. The importance of forecasting in determining the expected outcomes and their negative or positive dynamics was studied.

KEYWORDS: *Agricultural Lands, Land Accounting, Land Fund, Land Fund Categories, Land Types, Change Indicators, Forecasting.*

INTRODUCTION

We know that agricultural land is the main source of food production. These lands did not serve as one of the foundations of socio-economic indicators in the life of the country and a source of well-being in society. Therefore, one of the important conditions is to keep a complete inventory of these lands and provide forecasts and long-term plans in this regard. In this regard, a number of socio-economic reforms are being carried out in our country. In particular, the Presidential Decree No. 6061 of September 7, 2013 "On measures to radically improve the system of land accounting and state cadastre" is a clear example of this.

As of January 1, 2020, agricultural lands, which are the first component of the land fund of the country, amount to 20,761.6 thousand hectares of the total land fund of the republic. This is 46.25% in percentage terms. This is almost half of the country's land fund. Agricultural lands occupy the largest share of the country's land fund compared to other categories, but also differ in the accounting process, ie agricultural lands are calculated in terms of quantity and quality. Quality indicators are of great importance for agricultural lands, especially for irrigated lands, and therefore irrigated lands and lands of special value are subject to the relevant decisions of the Cabinet of Ministers. However, unfortunately, according to the results of this year's reports

alone, about 50,000 cases of unauthorized occupation of 11,200 hectares of land, as well as 3,200 illegal houses were built, 99% of these are irrigated fertile agricultural lands. It is also clear from the above-mentioned problems that in our country for several years there have been systemic problems in land management. Such cases, sadly, have also occurred in a number of districts. It was clear that in 66 districts there are 150 thousand additional agricultural lands, of which 28 thousand hectares of irrigated arable land are not included in the calculations. In addition, a total of 113 districts are losing large reserves due to the lack of systematic accurate accounting of land fund categories and types.

The role of forecasting and planning in the emergence of the above-mentioned problems and their elimination, as well as the establishment of a complete and accurate accounting of agricultural land, is invaluable. If we look at the example of OrtaChirchik district of Tashkent region, the total land area in this district is 48793 thousand hectares.

Comparative indicators of the land fund of OrtaChirchik district (total lands, arable lands, gray lands)

TABLE 1

Lands in the area	2016	2017	2018	2020
total lands	51919	51919	48793	48793
including irrigated lands	35224	35222	33116	33059
arable lands	29963	29961	28662	28353
including irrigated lands	29058	29056	27757	27448
gray lands	-	-	-	-

Comparing the indicators in Table 1 above, we can see that there are differences in the total irrigated area of arable land in the Middle Chirchik district, in irrigated arable land, including irrigated arable land. To be more precise, these differences are growing in the dynamics of decline in these areas.

Based on the current state of the land fund categories, if we forecast for the next four years, we can see the following results: as well as

Forecast of comparative indicators of the land fund of OrtaChirchik district for the next four years (total lands, arable lands, gray lands)

TABLE 2

Lands in the area	2021	2022	2023	2024
total lands	51919	51919	48793	48793
including irrigated lands	33057	33055	33000	32950
arable lands	28351	28349	28240	28200
including irrigated lands	27448	27446	27346	27340
gray lands	-	-	-	-

From the approximate forecasts in this table, we can see that when analyzing the average four-year data, the average area of arable land for the next four years, total land, as well as irrigated land, is 200 hectares. the loss of nearby lands is taking place. This means that if such losses continue, there will be a sharp decline in agricultural land, which will lead to a decrease in food production by several thousand tons per year, and 50-60 percent of the labor force. 'leads to murder. Therefore, we can say that the protection of the country's land fund remains a topical issue related to the application of forecasting in land accounting, and reveals the importance of forecasting and planning.

In conclusion, it can be said that agricultural land is not only a major part of the country's land fund, but also the basis of the state's socio-economic well-being. By using forecasting and planning in accounting for these lands, we can achieve the following results:

- Systematic organization of land accounting;
- Timely identification of deficiencies in land accounting;
- Regular monitoring of existing differences;
- Analysis of changes;
- Develop recommendations for the surveyed land accounts and link them with the forecasting and planning of the prospective land accounts for the next decades.

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LINGUISTIC AND EXTRA LINGUISTIC FACTORS THAT HAVE FORMED PHONETIC AND GRAMMATICAL STRUCTURE OF MODERN ENGLISH

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ABSTRACT

This article deals with one of the most essential theme in modern English language system. The article discusses the linguistic and extra linguistic factors that have impact on forming phonetic and grammatical structure of modern English. The essence of rethinking the meaning of the word lies in the fact that the name of one denotation extends to another, if their concepts are somewhat similar. In this case, the word continues to exist in its original form. A special place among the linguistic reasons for changing the meaning of a word is occupied by a shift in meaning based on the transfer of the name. The possibility of such a transfer lies in the very essence of the meaning of the word, namely in the flexible connection between its components such as concept and form.

KEYWORDS: *Interlinguistic, Denotation, Euphemism, Implication, Qualification, Modern Linguistics, Diachronic, Synchronic.*

INTRODUCTION

Modern language is a product of a long historical development, in the course of which the language undergoes many-sided changes due to various reasons. The changes affect all sides of the linguistic and extra linguistic structure, but they act in different ways.

The historical development of each level depends on the specific reasons and conditions that stimulate shifts in the lexical composition of the language, in its phonetic (phonological) organization, in its grammatical structure. The history of the language reveals all the processes that took place in the language at different stages of its existence, the reasons of changes that are inherent in the language itself are called linguistic or interlinguistic, and the factors associated with the history of the people, with the general development of human society is extra linguistic.

These two concepts and two sides of the history of the language are constantly connected. The accumulation of knowledge about the history of the development of different aspects of the language should eventually lead to such a level of final preparation, when with the help of an etymological dictionary, and to a large extent without it, one can explain the origins of forms and phenomena reflected in any modern word.

The complexity of the meaning of the word, the obligatory but flexible interconnection of its components - denotation, concept and form - makes it possible to correlate one name with several denotations. The essence of rethinking the meaning of the word lies in the fact that the name of one denotation extends to another, if their concepts are somewhat similar. In this case, the word continues to exist in its original form. The development of a word and changing the meaning is influenced by both linguistic and extra-linguistic changes in the life of society. They can be viewed both in diachronic and in synchronic; however, the moment when the changed meaning enters the language is not exactly fixed, and the process of revision in the language, almost continuously, it should be noted that, changes in the meaning of a word are caused by the different needs of the linguistic society [7, p. 54.]

First of all, an extra linguistic change in the meaning of a word can probably occur when a new denotation- an object or concept appears in the life of society. So, with the development of electrical engineering, in the word core (horny capsule containing seeds of apple, pear, etc.) a new component appears that calls a new object - bar of soft iron forming center of electro-magnet or induction coil. Changing the meaning of the word it can be associated with a change in the concept of something already existing. For example the concept of a small quantity, conveyed by the word "*atom*" applied to any subject, until the 19th century. With the development of physic, the concept of small quantities changes and the word "*atom*" acquires a terminological meaning (supposed ultimate particle or matter).

Among the extra linguistic reasons for the change in the meaning of the word, it is especially necessary to highlight the euphemistic substitutions. Euphemism (Greek *eo* - "beautifully", *phemo* - "I say") is a more delicate designation of a phenomenon or an object that is undesirable for mentioning for moral and ethical reasons. So, instead of the word cancer, rumor, it is preferable to say growth; instead of fatal - inoperable, etc. A large number of euphemisms are used, in particular, to denote death: pass away, perish, join the better, kick the bucket, go to green pastures, etc. It is easy to see that euphemism affects all stylistic levels of speech and is not limited to the selection of a synonymous lexical unit. Euphemism is often used by journalists to mitigate the effect on the reader of certain events of a political, social or commercial nature. It is impossible not to mention that the concept of "political correctness", which has become very common in recent years. Concept of "Political correctness" is usually required when the topic of conversation concerns issues of race, gender or social relations.

The process of linguistic changes in the word occurred in the Middle English period. At that time, under the influence of borrowed words, the original ones often changed their stylistic affiliation. For example, with the original word *foe*, which, when the borrowing *enemi* (modern English, enemy) appeared, was pushed into the narrow stylistic sphere of poetry [29, p. 50-58]. The struggle of synonyms can lead to more significant changes in the semantic structure of the word, as happened, for example, with the verb *starve*, which in the Old English period had the meaning of "die". Under the pressure of the synonym *die*, its meaning first narrowed to "die of

hunger", and then changed altogether (modern English - "to starve"). Linguistic factor for changing the meaning of a word is considered to be ellipsis, that is, a contraction of a phrase, in which the semantic condensation occurs - the remaining word absorbs the meaning of the entire combination.

A very similar process occurs when the meaning of a word changes under the influence of a combination of a sustainable, phrase logical unit. Standing out from such a unit, the word, as it were, carries away traces of phrase logical meaning. So, in the word brick, the meaning tactless appears under the influence of the phrase logical phrase to drop a brick - to say or do something tactless; the word chaff (outer part of grain, removed before the grain is used as food) takes on the meaning of "easy trick" in the proverb "An old bird isn't caught with chaff". Such changes in meaning are not always registered by dictionaries, since their connection with phrase logical units is too rigid and the actualization of the meaning occurs in a rather narrow context. There is no doubt, however, that changes in the total volume of the meaning of the word under the influence of these reasons are quite regular [9, p.50-58].

A special place among the linguistic reasons for changing the meaning of a word is occupied by a shift in meaning based on the transfer of the name. The possibility of such a transfer lies in the very essence of the meaning of the word, namely in the flexible connection between its components such as concept and form. In the presence of different denotations, a partial generality of the concept is possible, which is reflected in the use of the old form for it. The types of transfer depend on the type of relationship between the denotation and its name. It is customary to distinguish two main types of such connections - implication (based on a logical premise that implies a connection between a part and a whole) and qualification (assuming the presence of a common feature in different denotations). Each of these types combines different types of transfer. Let's consider them in more detail.

The implication type includes such types of transfer as metonymy, synecdoche and conversion, and one should not forget that we are not talking about stylistic devices related to the sphere of speech activity, but about the natural linguistic processes of forming and changing the meaning of a lexical unit.

Metonymic transfer (metonymy - "renaming") presupposes the presence of a real, and not imaginary, connection between two denotations that are in a contiguity relationship. Such a connection can be spatial relations; in this case, the name of the place refers to people or objects that are constantly there: town (The whole town was asleep); hall (The hall was silent); Whitehall - government British Government (policy); kettle (The kettle is boiling) etc.

A type of metonymy is synecdoche ("co-implication"), a type of transfer in which either the name of the part is used to denote the whole (the Crown = monarchy), or the specific name replaces the generic one (penny = (a pretty penny) a good sum of money) etc.

The implication type of transfer of meaning also includes conversion, which reflects a view of any sign of a denotation from different angles. So, the adjective sad can convey opposite meanings in the sentences *It is sad* (experiencing a state of sadness) and *His story is sad* (causes a state of sadness). A similar conversion relationship is observed with the transfer of meaning in the verb wear: The coat wears long (the subject is exposed) and Not wears a coat (the subject is acting).

The qualifying type of transfer is based on the presence of a common feature in several denotations and includes metaphor, synesthesia and functional transfer. It is worth recalling once again that this does not mean stylistic devices, the action of which is limited by the framework of a certain text, but the process of developing the meaning of a word in the language system.

Synesthesia ("co-feeling") unites denotations by the similarity of their perception by the senses. So, the synesthetic transfer is manifested in the meaning of the adjective soft with its various combinations: *soft music, voice, whispers - quiet, pleasant to hear, tender*;

All the reasons discussed above lead to a change in the meaning of the word. According to the logical scheme proposed by G. Paul back in the 19th century, a change in meaning can take place in several directions: 1) expansion of meaning; 2) narrowing the meaning; 3) displacement (shift or transfer) of the value. With the expansion of the meaning, the specific concept inherent in the denotatum develops into a generic one, in other words, generalization occurs. The narrowing of the meaning, on the contrary, assumes that the original meaning appears as generic, and the changed one - as one of its constituent species. In modern linguistic literature, the term "specialization", introduced by M. Breal, is more often used, since it more accurately conveys what is happening with the initial volume of the concept. Changes of the third type (shift (shift, transfer) of the value), unlike the first two types, do not proceed gradually; as a rule, such a transfer is carried out by the speaker consciously. The consolidation of the result in the language occurs on the condition that the basis for the transfer is recognized by the linguistic majority, that is, stable collective associations are formed.

The development of the English language as a representative of the Germanic languages was formed, passing through the stages of formation, due to similar historical factors.

The development of European national languages (and the linguistic norm (unification of spelling, creation of the first national grammars and dictionaries) is closely connected with the emergence of printing. This is explained by the need to normalize the social use of the language, which now functions not only in oral and handwritten, but also in printed form. Thus, a written norm begins to be developed. It is discussed and is gradually born in normalizing works, grammars and dictionaries. It is interesting that the emerging European dictionaries of the interpretive type are based on the grammatical canon of the native speech - the norm, at the same time being the milestones of its creation

Considering the events that influenced the creation and dissemination of standards, it is especially emphasized that in England - this is the unification of the country around London, the invasion of the Danes, the threat of the disappearance of the national language during the Norman Conquest. The end of the war with Napoleon and the return of European interest in the country played a critical role in establishing the standard within the country and spreading it around the world as an international language. In the middle of the XIX century the stage of creating the norm of literary languages of the classical era ends and the modern stage of the development of languages begins.

To sum up, the language used by native speakers is far from a single standard and is a mixture of normative, regional and socially determined variants of vocabulary and grammar. Thus, it seems possible to conclude that the current state of the norm is flexible and is characterized by elasticity and variability.

A significant influence on the development of the language system is exerted by the influencing language, which plays a dominant role in a certain historical period of time. So, the English language was influenced by the Latin language, French, Italian, and Spanish.

Recently, in the English language, it has been observed that a characteristic process of rapid simplification of pronunciation, the unification of many regional forms and a tolerant attitude towards them within the framework of modern English, as well as a significant increase in variability at the phonetic level, which was the inevitable result of the wide spread of the language.

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ANALYSIS OF THE APPLICATION OF EXTERNAL WALLS WITH A SCREEN AND AN AIR GAP

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ABSTRACT

The article presents the results of the analysis of the investigated external walls of residential buildings with a screen and an air gap in a dry hot climate. The preferred distance between the wall and the screen was set equal to 30-40 cm. With these thicknesses of ventilated air layers, the air temperatures at the wall surfaces behind the screen did not differ from the outside air temperature. An air gap is formed in the process of forming by metal inserts by hollow formers, which are removed after the concrete has hardened. The production of such panels requires special molding equipment of the factory technological lines for the production of external wall panels.

KEYWORDS: *Outer Wall, Screen, Air Gap, Thermal Regime, Thermal Conductivity, Heat Resistance.*

INTRODUCTION

Currently, due to the rapid growth in energy consumption, the question of limiting and saving it by using local energy resources (electrical, solar and other types of energy) for heating and cooling premises, and using external fences with increased heat-shielding qualities has arisen.

The successful solution of the task largely depends on the choice of economically feasible, effective building systems, like the construction of a “Smart Home” - an intelligent control system that allows you to combine all communications in the house into one, controlled by artificial intelligence, programmable and customizable based on the needs and wishes of the owner houses and design of structures of residential buildings in specific construction conditions.

It is very important to effectively solve these problems for areas with extreme conditions, in particular, for areas with hot climates.

High requirements are imposed on construction in Central Asia, dictated, on the one hand, by the need to reduce summer overheating, and for certain areas of overcooling of buildings, on the other, by economic conditions: a decrease in labor intensity and an increase in the level of industrialization of construction, durability, and a decrease in capital and operating costs.

Achieving a high level of thermal comfort in buildings, reducing material consumption in walls and reducing energy consumption for cooling by air conditioning residential premises is facilitated by the transition to the use of external walls with screens and air gaps in buildings.

The purpose of this work is to analyze the use of lightweight concrete panel external walls with a screen for large-panel residential buildings in hot climates, which have improved performance and provide technical and economic efficiency.

In the CIS, hot climate regions include territories of climatic regions III and IV, including vast expanses of Central Asia, semi-deserts of the Caspian lowland, the Lower Volga region and the Transcaucasia.

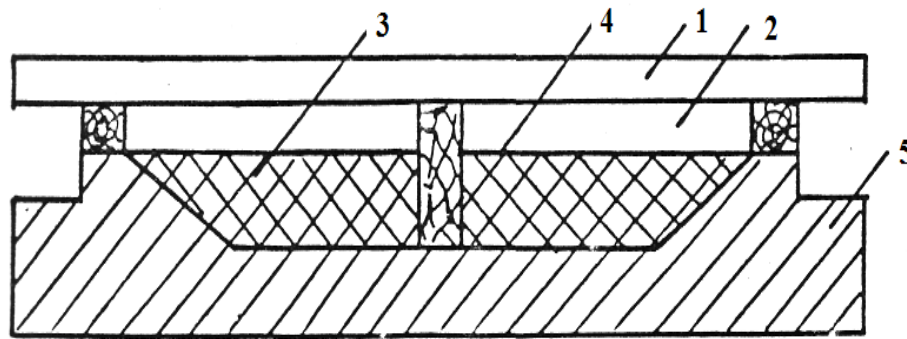
A common distinguishing feature of the climatic conditions of these southern regions is hot, and for the IV region and long summer, characterized by high levels of solar radiation and temperatures with large daily fluctuations, great dry air, strong winds, dust storms, little rain and poor vegetation.

The practice of constructing panel buildings with screened exterior walls has little experience so far. Shielding of external walls is used mainly in public buildings, such as the National, Russia and Belgrade hotels in Moscow, a shopping center building in Tashkent, an experimental 5-storey large-panel residential building in the years. Batumi, Vitebsk, Bukhara.

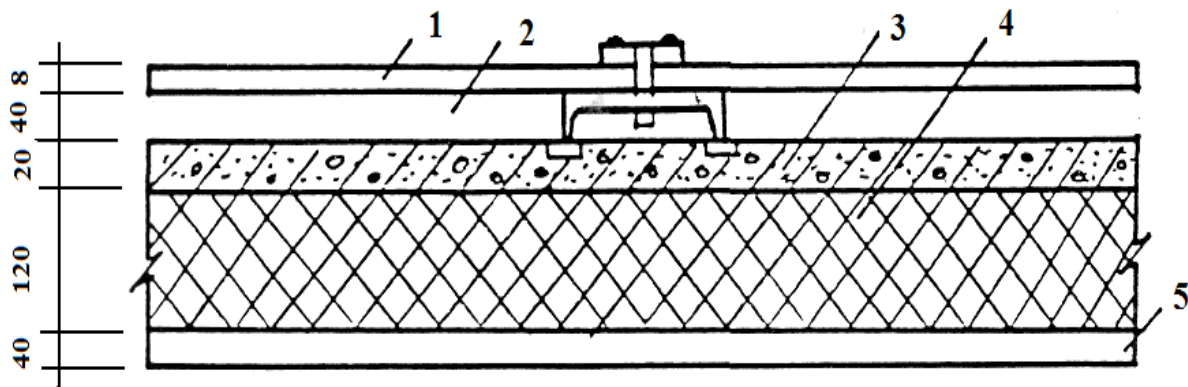
Wall constructions with a screen were developed by TbilZNIIEP [2], "Kievorgstroy" trust [3], Tash ZNIIEP [10], as well as some individual authors. [6,8]

The design of the outer walls with a ventilated air gap and thin mineral wool insulation turned out to be unsatisfactory due to the violation of a number of design requirements

In fig. 1.shows the design of the external wall panel used in the construction of a residential building on Sayat-Nova street in Yerevan, proposed by GS Dzhanyan [5].



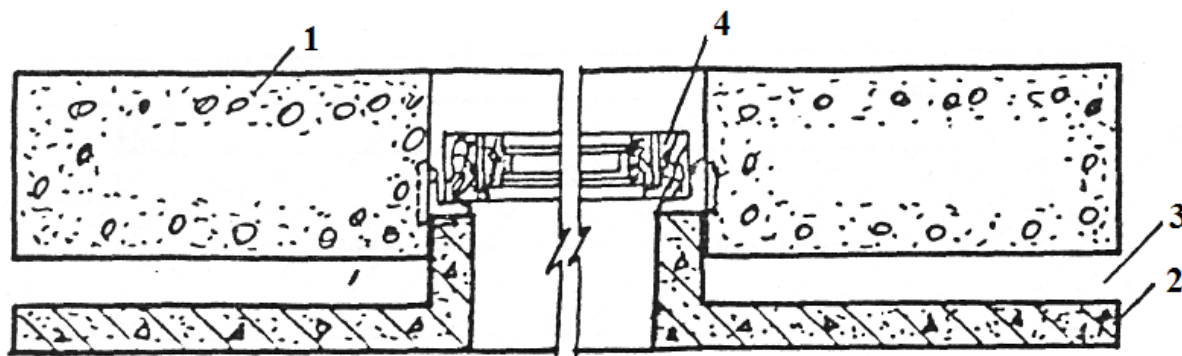
Picture.1. Solution of a ventilated panel for a residential building on the street. Sayat-Nova in Yerevan: 1-plaster on shingles; 2-air gap; 3-mineral wool slabs; 4-coating with bitumen; 5-reinforced concrete panel. In Picture 2. shows the outer wall with screens made of sheet materials, proposed by G.N. Bazylenko [1] 1970



Picture 2. The design of the wall proposed by G.I. Bazylenko:

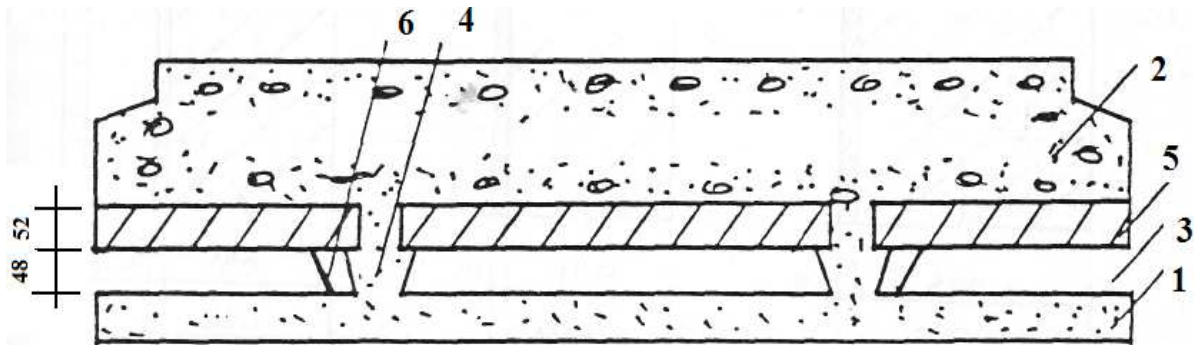
1-asbestos-cement screen; 2-air gap; 3-reinforced concrete slab 4-mineral wool insulation; 5-textured layer.

The heat-shielding properties of lightweight and lightweight wall fences from the effects of solar radiation in the summer in the whole of Belarus have been investigated, and it is recommended to improve the heat-shielding qualities of lightweight panels of prefabricated construction by shielding external wall fences.



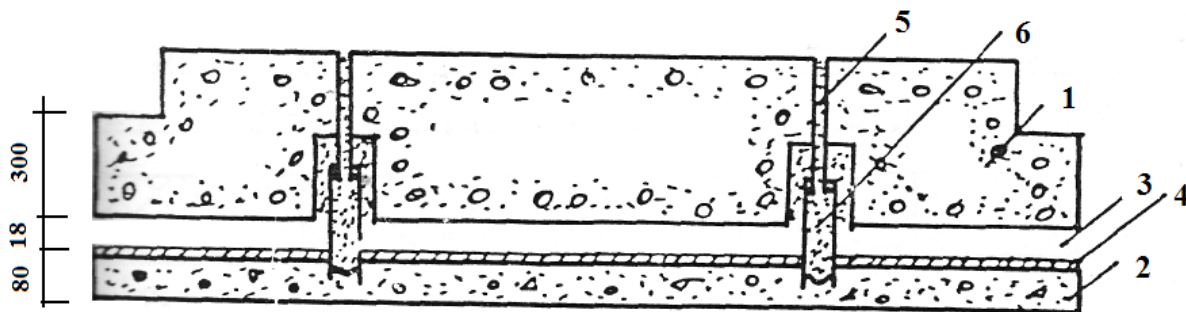
Picture3. Fastening a reinforced concrete screen to the main part of the outer wall panel of a 5-storey residential building in Batumi: 1-main part of the lightweight concrete panel; 2-screen made of reinforced concrete; 3-air gap; 4-window unit

Institute TbilZNIIEP designed a 5-storey large-panel residential building with shielded external walls, which was built in Batumi in 1974 [2] production and installation of the main panels and screens were carried out separately. The screens are made of reinforced concrete 50 mm thick, they are attached to the main panels along the contour of the window opening with concrete ribs (Fig. 3). The experience of factory production, transportation and installation of separately manufactured screens requires additional labor costs. During transportation and installation, a large number of breakdowns of screens take place.



Picture-4. External walls with a screen: (Bogdanov, Kozhan) Kiev. 1-screen; 2-inner layer; 3-air gap; 4-transverse ribs; 5-insulation.

The "Kievorgstroy" trust has developed panels with a screen made in one production cycle (Fig. 4) [3]. The connection of the main panel and the reinforced concrete screen is carried out along the perimeter of the window opening with ribs made of heavy concrete. An air gap is formed in the process of forming by metal inserts by hollow formers, which are removed after the concrete has hardened. The production of such panels requires special molding equipment of the factory technological lines for the production of external wall panels. This design has not yet found industrial application in construction practice.

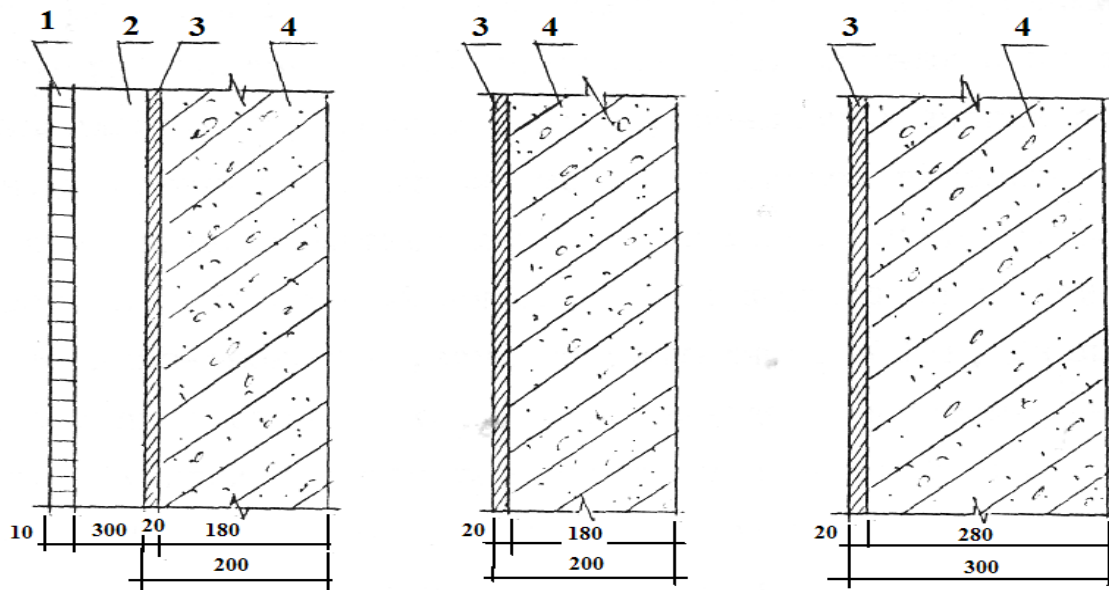


Picture5. External wall panel with a screen on the relative: 1-main part of the panel; 2-screen made of reinforced concrete; 3-air gap; 4-separating layer (sand); 5-telescopic connection; 6-claydite mortar on fast-hardening cement.

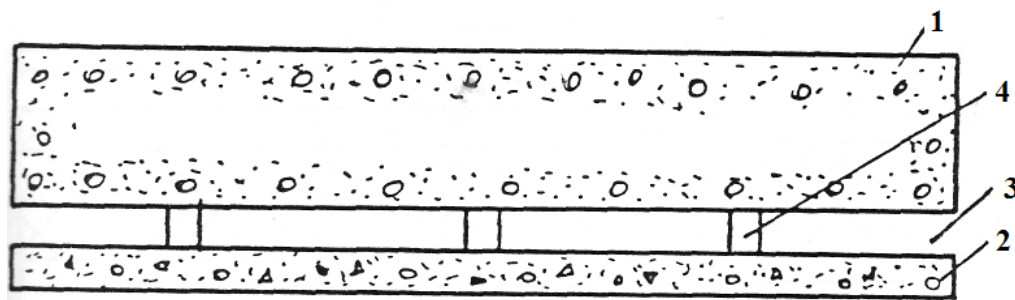
Panels with a screen on telescopic connections were manufactured in one production cycle in existing factory forms and mounted in a five-storey residential building in Vitebsk in 1974 by VV Kharyanov [11]. Moving the screen (fixing) the injection of the cavities of the telescopic connections was carried out during the installation process, which complicates the installation technology (Picture5).

To fill the cavity of vertical joints between the panels, an inventory wooden joint formwork was installed, which was removed after the end of concreting. The joints between the screens remain open, which does not give a certain air movement in the interlayer.

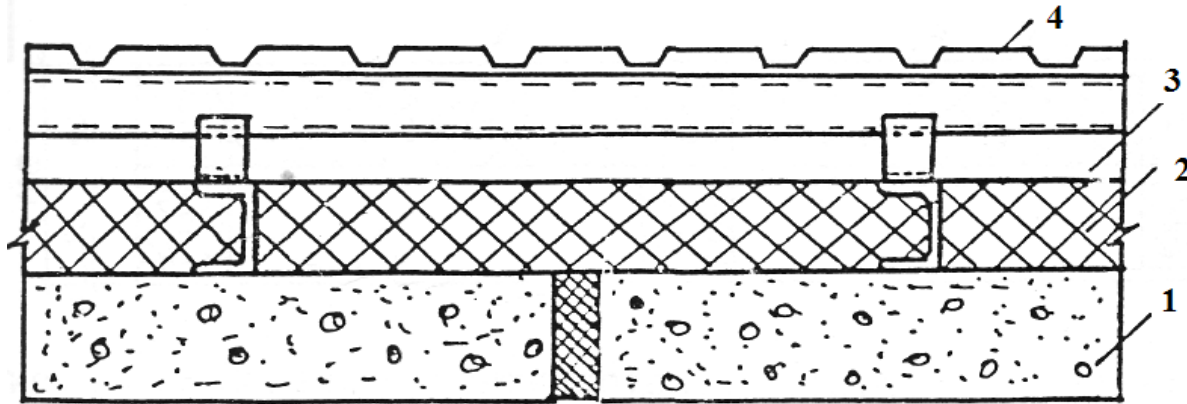
In the design, the screens made in 1981 at the Chirchik Combine of Building Materials and Structures were made of flat asbestos-cement sheets (Fig. 6) [10].



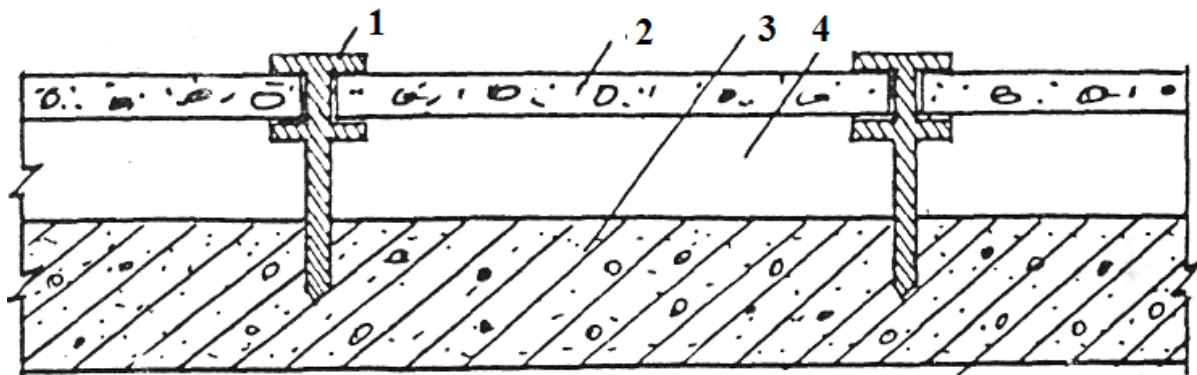
Picture6 Sections of the studied panels: 1-asbestos-cement sheet; 2-air gap; 3-textured layer of cement-sand mortar ($\rho = 1700 \text{ кг/м}^3$); 4-expanded clay concrete ($\rho = 1200 \text{ кг/м}^3$).



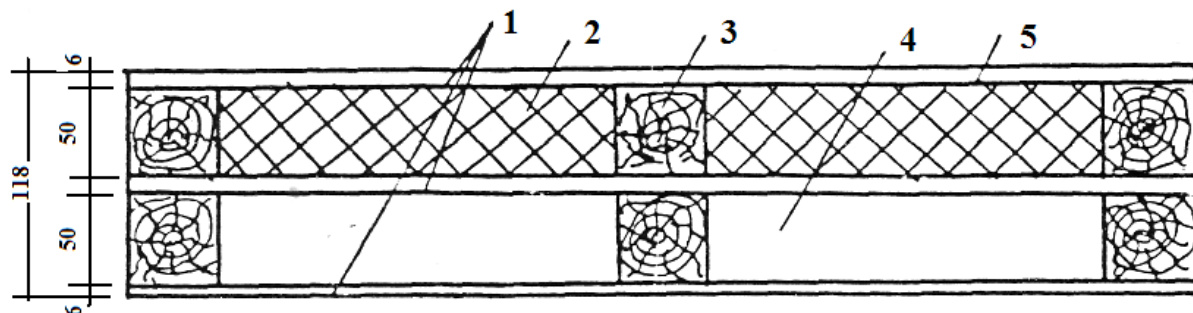
Picture7 Shielded wall panel with a ventilated air gap formed by a polystyrene layer (England): 1-main part of the panel; 2-screen; 3-air gap; 4-links..



Picture8. Multilayer wall with a continuous air gap (industrial building): 1-concrete slab; 2-insulation; 3-bed or channel; 4-outer screen.



Picture 9. Cladding of wall panels on the side (Mesropyan et al.) Installation scheme for flat anchors with I-beams: 1-anchor; 2-facing plate; 3-concrete; 4-air gap.



Picture10. Ventilte dair cushion panel:

1-asbestos-cement sheet 6mm thick; 2-mineral felt 50mm thick; 4-ventilated airgap 50mm thick; 5-vapor barrier.

Analyzing the foreign experience in the construction of buildings with shielded external walls, one can be convinced of a wide variety of materials used for screens, the choice of which determines their physical, mechanical and decorative properties, as well as technical and economic indicators. In Germany, Denmark, Holland and other countries, such walls are erected

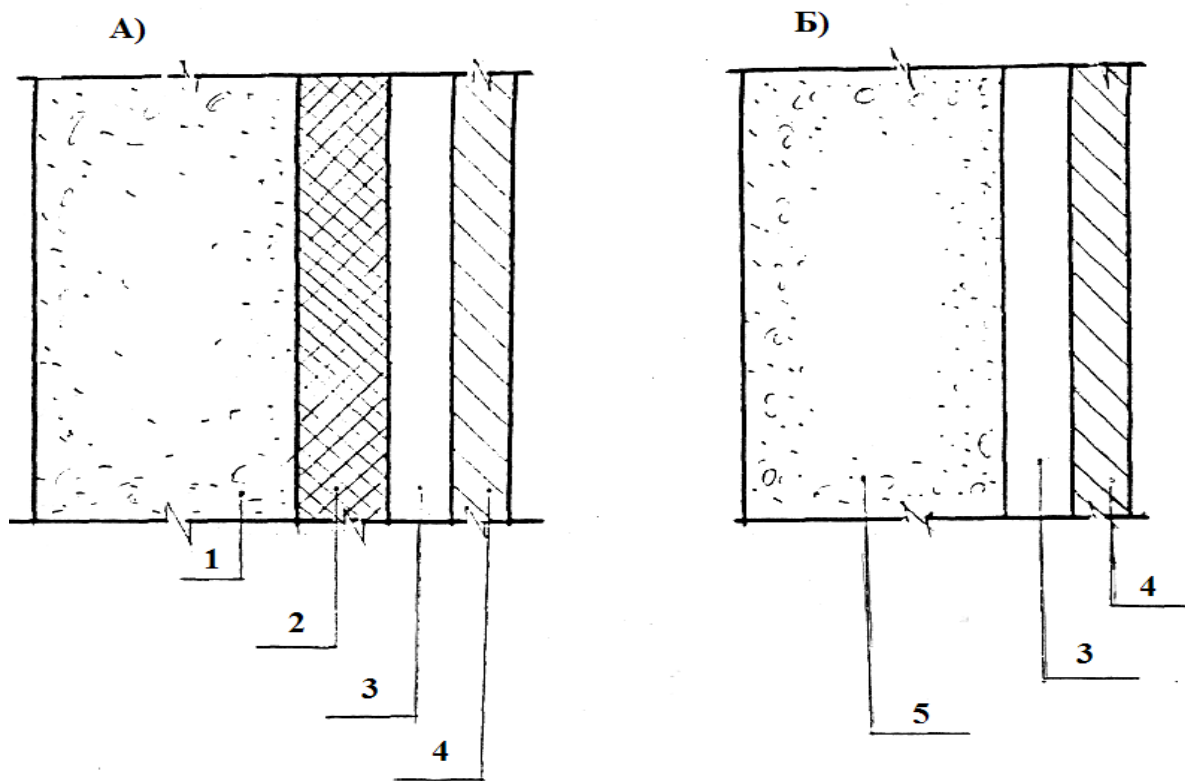
using the method of element-by-element assembly. In England, there are developments of external wall panels with a screen, manufactured in one production cycle with bringing them to full readiness in the factory. (Picture7).

In hot countries (India, United Arab Republic, Egypt), screens with significant heat capacity are preferred, while the walls themselves are made extremely light.

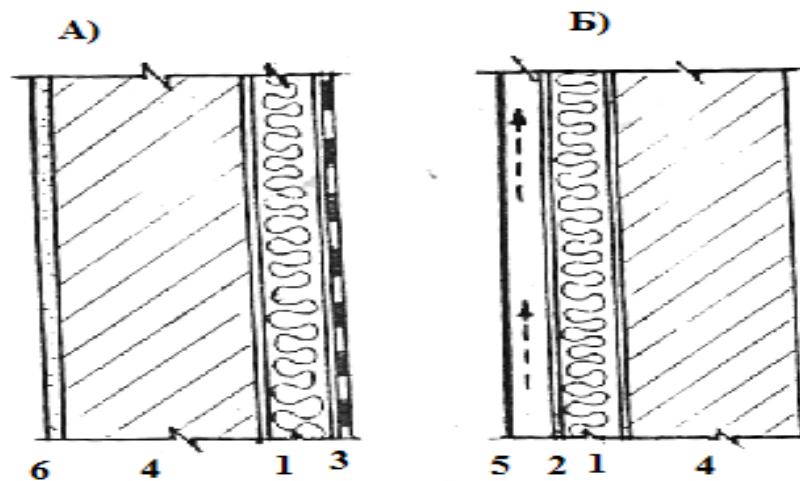
The work of M.L. Wagneur [19] provides for the thermal insulation of walls with air gaps and the choice of a method for warming the outer masonry. Additional insulation can be removed in three ways:

- it can be applied on the inner surface of the bearing masonry;
- it can partially fill the air gap;
- it can fill the air gap.

In the work of H. Canis [21], protective heat-insulating screens are described as a second wall cladding. Thermal insulation applied outside, open structure and pores is applied. The thermal insulation layer is protected by a second shell, ventilated from the inside.



Picture11. Schematic illustrations of wall structures with an air gap. a) with a heat-insulating layer, b) without a heat-insulating layer. 1-bearing layer; 2-thermal insulation layer; 3-air gap; 4-façade layer (rain protection); 5-bearing and heat-insulating layer.



Picture 12. Placement of the advantage of the thermal insulation layer located outside. A - outside; B-inside: 1-thermal insulation layer; 2- layer of wind protection; 3-vapor barrier; 4-bearing layer of the wall; 5-shell "on the relative" / facing /; 6-external plaster.

Erich Jizlelski's work [16] highlights measures to ensure ventilation in the outer walls: a multi-layer wall with profiled heat-insulating elements, an outer wall made of structural lightweight concrete with pipe-shaped ventilation ducts, as well as a number of design measures to ensure the geometric parameters of the ventilated space.

Ventilated concrete exterior walls are economical only if manufactured as an element. Additional fastening of the cladding shells of the screen plate leads to economically unsatisfactory solutions.

Reduction of heat input is of particular importance, since the thermal parameters of light external walls are calculated for the winter and summer periods by A. Berit [14].

The temperature on the inner surface of the light outer walls increases with an increase in the angle of deflection of the direction of the air flow in the exhaust openings.

In the work of K. Gertis [17], the influence of air flow in the air layer on the heat-shielding properties of the outer walls was investigated. The calculations were based on flow velocities from 0.2 to 2 m / s. For a long time, on average, lower flow velocities are effective: from 1 m / s and below.

External wall constructions with optimal thermal protection are provided in the work of H. Hebgen., F. Heck [18]. Air-cushioned exterior walls are traditionally used in rainy areas with stormy winds (German, Dutch and Danish coastal areas). In this case, the enclosing walls consist of an internal load-bearing wall made of conventional building materials, an external screen wall with a thickness of 11.5 cm from clinker or facing stones and a continuous air gap formed between these two walls with a thickness of 5-7 cm.

In the work of K. Liersh [20], external walls with a ventilated layer and a heat-insulating layer located outside are a good design for heat insulation in the summer (Picture 12).

From foreign studies of walls with screens, one should note the work of G.C. Borel [15], which describes the results of field studies of various types of wall shading. The work was carried out in the Sahara in 1962. Solid vertical screens 3 m high and 1.5 m wide, parallel panels and screens

consisting of wooden plates were investigated. The preferred distance between the wall and the screen was set equal to 30-40 cm. With these thicknesses of ventilated air layers, the air temperatures at the wall surfaces behind the screen did not differ from the outside air temperature.

Analysis of the review of research works, domestic and foreign experience in the design and construction of buildings indicates that in the field of industrial construction there is an urgent need to eliminate significant defects in the enclosing ability of panel external walls to achieve effective thermal protection of walls, taking into account energy costs in winter for heating and in summer for microclimate conditioning in buildings.

Of all the possible design solutions for panel walls and the most reliable means of improving the enclosing ability of external walls, a wall structure consisting of a sunscreen separated from it by an air gap communicating with the outside air through slots and openings can be used.

One of the main obstacles to the spread of external wall shielding, invisibly, is the complexity of the proposed structures and their production technology.

According to the structural and technological feature of possible solutions, external wall panels with a screen can be divided into two types:

- a panel with a separately manufactured screen with its subsequent separate installation at the building;
- a complex wall panel with a screen, manufactured in one technological cycle.

The existing works do not have recommendations for constructive and technological solutions, which, in combination with the above measures, provide a significant improvement in the thermal regime of apartments in conditions of summer overheating, as well as energy conservation in winter.

At the same time, the data presented indicate insufficient development of the technology for the manufacture and design of panel walls with screens. There are not enough specific ideas for the design of panel walls with screens and their further operation.

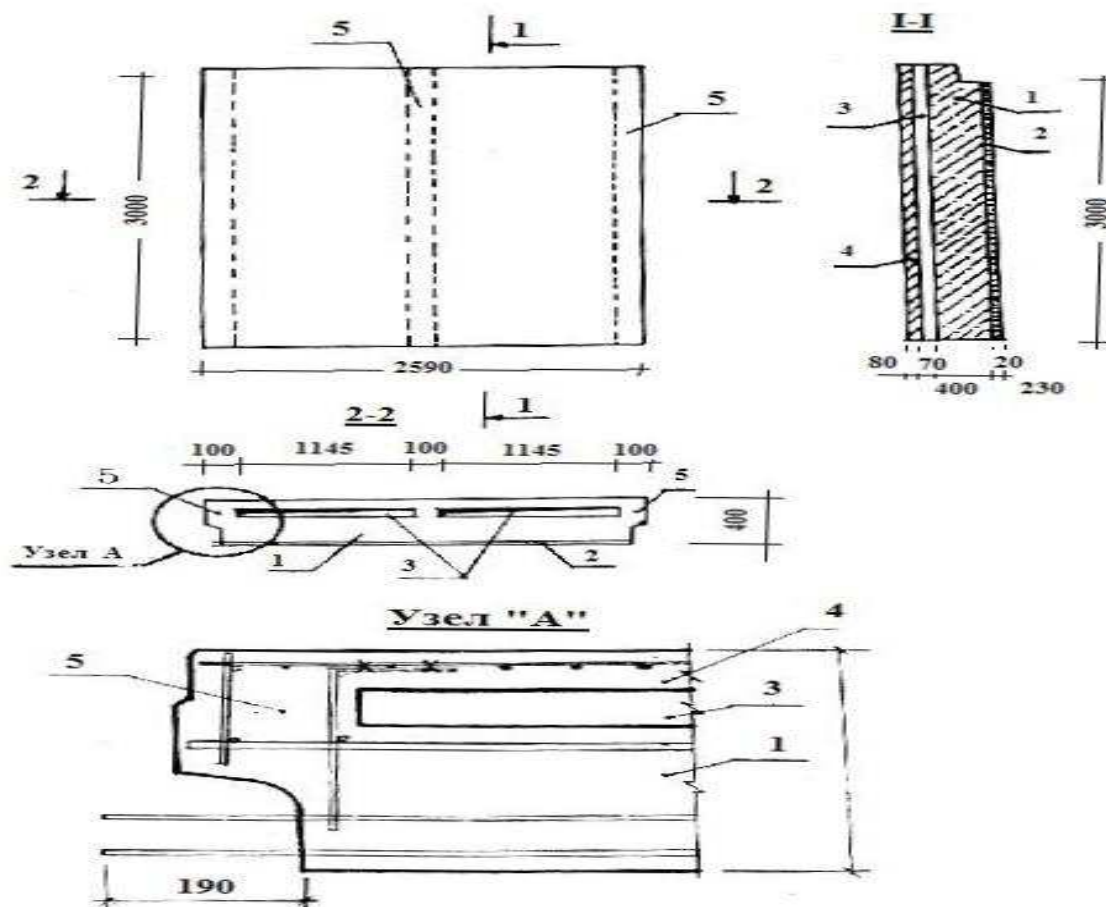
To achieve this goal, it is necessary to solve the following tasks:

1. Justify and experimentally develop structural elements of a panel outer wall with a screen.
3. To investigate the technological processes of manufacturing the structure of the panel with the screen.
4. Justify and develop a targeted structure of expanded clay concrete for use in the developed structure.
5. Make experimental samples and fragments and test designs in factory and building production.
6. Experimentally and theoretically determine the rational thickness of the ventilated air gap and screen in the wall structure.
7. Conduct theoretical studies of the quantitative effect of shielding lightweight concrete panels in the hot season.

8. To design and manufacture prototypes and industrial designs and mount them in a large-panel residential building.
9. Make observations and evaluate the performance characteristics of the outer wall structure with a screen in summer and winter conditions.
10. Obtain experimental data on the distribution of temperatures in the sections of a wall with an interlayer and the amplitude of temperature fluctuations on the inner surface.
11. Carry out feasibility studies and develop recommendations for the design and construction of the structure of lightweight concrete external walls with a screen.

As a result of design studies, with the participation of the author, carried out in the TsNIIEP of the dwelling, a fundamentally new structure of a lightweight concrete panel of the outer wall with a concrete screen was created, manufactured in a single technological cycle.

Experimental and production check of external wall panels with a screen, manufactured in a single technological cycle, their installation on the end wall of a 5-storey 60-apartment residential building series III-146, was carried out in Bukhara. (Picture13)



Picture 13. Experimental panel construction: 1-main part of the wall; 2-inner finishing layer; 3-air gap; 4-screen; 5-connecting ribs.

On the basis of the proposed study of lightweight concrete large-panel walls with a screen for hot climates, a method was created for constructing walls with a screen that would improve the operational mode of living in houses under construction in areas of hot climates.

Thus, the study allows us to draw the following conclusions on the design of external walls with a screen and an air gap.

- 1 The described study by the method of experimental design and experimental production of sample fragments confirmed the possibility of manufacturing panels with a screen and an air gap in a single technological cycle.
2. Analysis of the results of theoretical calculations shows that walls with vertical screens and a ventilated air gap are a fairly effective means of reducing the impact of solar radiation on buildings and reducing the cost of cooling the premises.
3. The choice of the type of screen and the thickness of the interlayer should be decided in each case when designing the walls of the building: if the screen is part of the panel, the thickness of the interlayer should not exceed 5-10 cm. Removing the screen over long distances is impractical, since it will not reduce the temperature ...
4. The results of calculations show that to improve the heat-shielding qualities of the investigated enclosures of structures, it is advisable to use screens with a ventilated air gap.

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THE IMPORTANCE OF GAME IN CHILDREN'S SOCIALIZATION

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**Based on the Review of Associate Professor of Karsu,
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ABSTRACT

This article focuses on the formation of a person and his socialization, how a child adapts to the world of people (adults and peers) in preschool education in the first years of life, whether he can find his place in life or realize his potential. The stages of the process of social adaptation of children to preschool institutions are studied. It has been revealed that the implementation of play techniques in working with children facilitates children's adaptation to new social conditions, helps them to adequately understand themselves and other people, and learns the basics of constructive behavior and communication in society.

KEYWORDS: *Social Development, Play, Success, Self-Management, Behavior, Upbringing, Family.*

INTRODUCTION

Methods of socializing a preschool child are primarily related to his or her age and leadership activities. Accordingly, the personal development of a preschool child depends on the following: It is important to understand that the leading activity of a preschooler of any age is play, so socialization occurs mainly through play. Therefore, special attention should be paid to methods that ensure the development of children in the form of simple play.

Kindergarten, as one of the most suitable institutions for the social adaptation of a child (following the behavioral norms of educators), appears sooner or later in the life of almost every child. Some parents think that the optimal age to get acquainted with the rules of kindergarten is 3 years, others think that the earlier, the better, while others think that a year before kindergarten is enough for a child to fully adapt to stress-free social life .

Also, until he is three years old, open the doors of the kindergarten in front of the child, where the kindergarten teacher will be waiting for him. On the one hand, children of such a soft age do not always understand the trick and are happy to go to the garden, on the other hand, too early registration of a child in the garden can lead to a breakdown of his connection with home and family.

Thus, the optimal age for enrolling a preschool child in kindergarten is 3-4 years old. In this case, social adjustment continues as smoothly and almost stress-free as possible. What influences the adaptation process? Social adaptation depends in many ways on the age of the child. In general, the sooner he joins a group, the sooner he can accept and adapt to new living conditions. In addition, this process is directly influenced by the previous upbringing of the baby in the family. Every child has a different social adaptation.

The period of adaptation is mainly related to the ability of the baby's nervous system to adapt to abruptly changing conditions. Children who are not deprived of communication with adults and children before entering kindergarten, have the opportunity to gain new life experiences, and change the environment from time to time (visiting, going to sea and village) are more likely to spend social adjustment in kindergarten. There can be three main levels of flexibility: easy; medium; heavy

The mild form is characterized by the rapid dependence of the preschool child on the new living conditions in the garden, without stress. The child goes to kindergarten with pleasure, glad that his parents have come. It is also characterized by a slight decrease in appetite, which returns a week after the child enters kindergarten. Sleep improves in a few weeks. In such cases, the immunity in preschool children is almost not damaged, the body adapts to new conditions in a few weeks.

The moderate form of adaptation is characterized by the appearance of abnormalities associated with the baby's appetite and sleep. The child moves less, feels depressed, has difficulty defecating, dark circles appear on the face, decreased immunity, can lead to pain with acute respiratory infections.

The heavy form is not very common. It is characterized by frequent illnesses of the child against the background of emotional stress. The preschooler refuses to eat, does not sleep well, is inactive. In such cases, it is possible to talk about the normalization of the situation six months after the child enters kindergarten. If there is no improvement even after six months, they usually acknowledge that the child will not be able to adapt to kindergarten, at least during this period, and invite parents to try everything again next year.

It is recommended to take the time to prepare the preschool child for a new stage of life in advance so that social adjustment can take place as smoothly as possible and without endless stress for the child and parents. What to do about it? Particular attention should be paid to the child's menu in preparation for kindergarten. It is advisable to try to add to the diet vegetable salads, casseroles, fish soufflés, as well as cocoa, milk porridge, jelly. In addition, attention should be paid to the ability of the preschool child to be independent. In order not to be so dependent on the help of educators in kindergarten, the child should have basic skills of self-management - this will have a positive impact on his dignity. The child should be able to use the toilet independently, wash their hands, dress, undress, eat and of course play. The more independent and confident a child is in a group, the easier and faster his or her social adjustment

in the team will be. If the baby is approaching the time of entering the garden, it is necessary to try to gradually separate it from harmful habits, such as playing with a doll or food.

It also helps soften the early days of being in the garden with her favorite toys that she can bring to the group with her. For social adjustment to take its course, it is necessary to follow a schedule of kindergarten and at home, even on weekends and holidays. At the end of the day after kindergarten, the child and caregivers should talk about how the day went, what the child did well and what didn't, what they liked and what they were upset about. We know that the social adaptation of children in a preschool can last from two months to a year.

Everyone undergoes a process of social adaptation in the process of their individual development and professional and labor formation. Complete social adaptation includes physiological, managerial, economic, pedagogical, psychological and professional adaptation to a person. Adaptation to management is impossible to provide a person with favorable conditions (at work, in everyday life), to create the initial conditions for the development of his social role, to influence him and to provide activities that meet the interests of society and the individual. Economic adaptation is the most complex process of mastering new socio-economic norms and principles of economic relations of individuals and entities. Pedagogical adaptation is the adaptation to the system of education, upbringing and upbringing, which forms the system of values of the individual. Psychological adaptation is the process by which the sensory organs adapt to the specific properties of the stimuli that affect them in order to better perceive them and protect the receptors from overload. The process of human psychological adaptation takes place constantly. Professional adaptation is the adaptation of an individual to a new type of professional activity, a new social environment, working conditions, and the characteristics of a particular specialty. The success of professional adaptation depends on a person's specific propensity for professional activity, the compatibility of social and personal motives for work, and other factors.

The process of social adaptation consists of several stages: The first stage is preparation. This continues until the student joins a social group, and determining his or her status involves conducting a social diagnostic that includes getting to know his or her personal characteristics. The second stage is to join a social group, which involves helping the new student adapt to the conditions of the institution. The third stage is the acquisition of socially useful roles through participation in social activities, the acquisition of new social experience, knowledge, skills and competencies. The fourth stage is the social environment in which the natural conditions arise from the problematic situation of sustainable social and psychological adaptation, which is characterized by the ability to solve anything. The antonym of social adaptation is the concept of social flexibility.

In such an upbringing, they consider the following as probable reasons for the formation of self-awareness: frequent exchanges of adults in the institution, which disrupts the continuity of the child's relationships and experiences; In contrast to the "event" position of adults in the family, the pedagogical position of adults who are the object of child care, upbringing, and education; Group III children's attitudes and lack of emotional connection with adults lead to the child not being able to distinguish and know the 'I'; strictly regulates all the actions of the child in the institution, leaving no choice and responsibility.

Much attention was paid to the formation of children's communities, their inculcation of sanitary-hygienic, labor skills, self-service and educational work. The formation of collective skills in children is a labor activity in the process of organizing general cleaning in groups, services to respect the work of workers (kitchen, castellan), cleaning the area and work in the livestock complex. The use of incentive methods, a specific example of teachers, the implementation of an individual approach helps to form a positive attitude towards work in children.

Thus, we considered the concepts of 'adaptation' and 'social adaptation'. They found that the goal of social adjustment is to instill in the child a sense of duty, social security, and preparation for future adult life. The main task of the preschool educational institution is to prepare pupils for independent living.

"A life worthy of man is a life that allows him to understand to the fullest extent the fullness of his peculiar features and functions as a representative of the highest stage of the biological world peculiar only to man." In the modern world, the problem of social development of the younger generation is becoming one of the most pressing issues. Today's teachers and parents are very concerned that a child entering this world will be confident, happy, intelligent, kind, and successful. The complex process depends on the formation of a person and his socialization, how the child adapts to the world of people (adults and peers) in preschool education in the first years of life, whether he can find his place in life or realize his potential. The problem of social adaptation of children and pedagogical conditions of its successful course in preschool education is of great interest for modern childhood pedagogy.

Particular attention should be paid to the issues of adaptation of older children of preschool age to the preschool group, primarily the study of factors and problems that cause difficulties in the process of social adaptation, which negatively affects social and personal development.

The most interesting aspect of our study is the understanding of social adaptation as a process of active adaptation of an individual to social environment conditions, as well as self-formation - awareness and role behaviors, self-management and the ability to establish adequate relationships with others. The concept of "social adaptation" itself is "the process of adaptation of a person to a changed environment through various social means. The result of social adaptation is the achievement of positive spiritual health and the development of the individual's values in line with social values, the transition to a larger group." times, they begin to feel like the oldest among other children in kindergarten. The educator helps preschoolers understand this new situation. It maintains in children a sense of "adulthood" and on this basis helps them to know, communicate and solve new, more complex problems of activity. causes.

Preschool is a completely unique period of human development. At this age, the child's whole mental life and attitude to the world around him is restored. Adaptation is aimed at ensuring the balanced functioning of systems, organs and mental organization of the individual in the changing conditions of life. Social pedagogy studies the problem of social adaptation - the active adaptation of a person to the conditions of the social environment (living environment), as a result of which there are the most favorable conditions for self-expression and natural assimilation, goals, values, norms and socially accepted patterns of behavior.

Adaptation as a process refers to the natural development of a person's resilience to different conditions, his or her living environment, or certain conditions (e.g., in kindergarten, in a group).

This allows a person to realize his natural self, to socialize. For example, for a child, it is socialization in an environment or environment that is comfortable for him or her. It could be a family, a kindergarten, a school. As a result, adaptation is the degree to which a child adapts to the living environment, the conditions given to him or her, and the extent to which his or her behavior, attitudes, and activities conform to the age, social norms, and rules accepted in that society.

The environment is also a very different association of people, distinguished by a system and rules of special relationships that apply to all members of this society. Therefore, on the one hand, man brings his own things, influences them to a certain extent, changes them, but at the same time the environment affects man, puts his own demands on him. He can accept and reject man, some of his actions, manifestations; can treat him kindly and possibly be hostile.

Social development (socialization) is "the process by which an individual assimilates and further develops the socio-cultural experience necessary to incorporate it into the system of social relations." The social development of a preschool child is a process in which a child learns the values, customs, and culture of the society in which he or she lives.

If the transition to a new social position and new activities do not come in time, then the child will feel dissatisfied. The child begins to understand his place among other people, he forms an inner social position and aspiration for a new social role that meets his needs. The child begins to realize and generalize their experiences, develops a stable self-esteem, and an attitude that is consistent with success and failure in the activity.

Low self-esteem in preschool children is perceived as a deviation in personality development. Characteristics of older preschool children's self-esteem types: Children who do not have enough self-esteem are very mobile, unrestricted, move quickly from one type of activity to another, and often do not finish what they started. They are not inclined to analyze the consequences of their actions and deeds, they tend to solve any very complex tasks "immediately". They are unaware of their failures. They always strive to be in the public eye, promote their knowledge and skills, try to stand out from the background of other children, to attract attention to themselves. If they are unable to ensure the full attention of adults in their activities, then they do so in violation of the rules of conduct. For example, in a group, they shout from one place, comment loudly about the educator's behavior, smile, and so on. These are, as a rule, attractive children from the outside. They aspire to leadership, but in a peer group they may not be accepted because they are mostly "self-centered" and not inclined to collaborate.

Some children are equally involved in both praise and reprimand, for whom the key is to be the center of adult attention. Children who value themselves adequately tend to analyze the results of their activities in an effort to identify the causes of mistakes. They are confident, active, balanced, move quickly from one activity to another, and are determined to achieve a goal. They want to collaborate, help others, be friendly. In case of failure, they try to determine the cause and choose tasks of slightly less complexity.

A child with low self-esteem seems slow. For a long time, he doesn't start the task for fear of not understanding what to do and doing everything wrong; adults try to assume they are happy with it. The more important the activity, the harder it will be for him to deal with it. Children with low self-esteem tend to avoid failures, so they have less initiative and choose specific tasks. Failure in action often leads to abandonment. The reasons for the individual characteristics are related to

the combination of developmental conditions that are unique to each child in adult preschool self-esteem. In some cases, inadequate self-esteem in older preschoolers, uncritical attitudes toward adults and children, lack of individual experience and communication skills with peers, lack of self-awareness and results in someone's activities, low affective generalization and reflection .

Depending on how a person evaluates his or her unique qualities and abilities, he or she accepts specific goals of the activity for himself, a special attitude to success and failure is formed, aspirations are formed to one degree or another. What influences a child's self-esteem and self-image formation? There are four conditions that determine the development of self-awareness in childhood: 1) the experience of communication between a child and an adult; 2) experience of communication with peers; 3) individual child experience; 4) his mental development.

In a preschool, the essence of the game is to follow the rules that follow from the role you play. Game actions are shortened, generalized, and conditioned. The role-playing game is gradually replaced by a game with rules. Preschool age is a period of real formation of the individual and personal behavioral mechanisms, when the child's motives and desires begin to form a system that is increasingly insignificant.

Older preschool age is the final stage of socializing a child at the preschool level. At this stage, significant changes take place in his life. To come to kindergarten, a child is required to master the system of such components of social adaptation: the ability to adapt to life in a new social environment, to understand the new social role of "I am a preschooler", to understand a new period of his life. In order to bring up a harmoniously developed person, it is necessary to promote his socialization in the first societies - family and kindergarten group, which can contribute to the socio-psychological adaptation to the future life of society and successful interaction with the world around. As a result, socialization shapes children's readiness to go to school in the future and their free communication with peers and adults.

Much in this complex process of shaping a person and his or her socialization depends on how the child adapts to the world of people (adults and peers) in preschool during the first years of life, when he or she cannot find his or her place. The process of social adaptation of a preschool child is greatly influenced by adults as carriers of social experience and values. The analysis of the research showed that in order for a child to successfully adapt to the conditions of a preschool institution, it is necessary to form a positive attitude towards kindergarten.

The observation revealed that educators use a variety of approaches in pedagogical communication and leadership of children with social adaptation problems. Research confirms the urgency of this problem and highlights the need to find a quick solution to the problem of social adaptation of children in older preschools.

CONCLUSIONS AND SUGGESTIONS

In conclusion, it can be said that the relevant standards for changing the social environment for a socializing child are the family, the preschool, the educational institution, and the environment. Implementing play techniques when working with children makes it easier for children to adapt to new social conditions, helps them to adequately understand themselves and other people, and learns the basics of constructive behavior and communication in society. In the modern world,

the problem of social development of the younger generation is becoming one of the most pressing issues.

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A BRIEF DESCRIPTION OF THE CONCEPT OF LAD STRUCTURE AND ITS SIGNIFICANCE FOR ORAL MUSIC

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ABSTRACT

The concept of the structure of curtains, its importance for music in the oral tradition, the structures of curtains as a generalization of melodies related to a particular musical style, in the context of the melodic essence of curtain combinations in traditional music, the main functional manifestations of curtain structures are fundamentally illuminated. Their main idea is to praise the unity of good thoughts, good words and good deeds. Zoroaster's example illustrates ways to sing songs, recite prayers, control the voice during prayer, and increase the power of performance. In poetry, the primary element is the letters, the reason for which, just as verses and bytes are formed from their combination, there are primary and secondary elements in the structure of melodies, from which the melody is compared with the poem and the poem. Thus, the perfect lad associations inherited from the ancient world played an important role in the subsequent emergence of maqom systems, as well as in the development of composers and folk music.

KEYWORDS: *Brochure Musical, Sound, Nagma, Curtain, Music Culture, Brochure, Composer.*

INTRODUCTION

It should not be forgotten that the classical makoms, which have been firmly rooted in the hearts of our people for centuries and are the nourishment of their souls, are also invaluable spiritual values for our national ideology, which is currently being formed. Consequently, the fact that they are widely and skilfully promoted to the masses, and especially to radio and television, is also an indication of the development of the art of traditional music.

At the same time, a lot of work has been done in the field of music to follow the path of deep nationalism, populism and development, to reconsider the goals and objectives of musical

creativity, relevant research, propaganda and agitation institutions and organizations, to update their structures. "Oriental music - Eastern philosophy is an integral part of the Eastern world. The role of Oriental music in the world cultural heritage is enormous". Naturally, as a result of these measures, a wide range of modern ways and opportunities have opened up in Uzbekistan for the promotion of folk, national, including traditional Uzbek music.

A brief description of the concept of "lad structure" and its significance for oral music. Among the pre-Islamic religions of Central Asia and Iran, Buddhism and Christianity, which came from abroad during the Kushan (I-IV centuries) and Hephthalite (mid-V-VI centuries) states, were directly associated with music.

Chapter 17 of the so-called Yasna, one of the oldest parts of the Avesto The Goths are called hymns and include songs performed in various ceremonies. Their main idea is to praise the unity of good thoughts, good words and good deeds. Zoroaster's example illustrates ways to sing songs, recite prayers, control the voice during prayer, and increase the power of performance. For example, "Zarathustra (Zoroaster) immediately after the birth of a child, recited poetic prayers four times, each time raising his voice" 22. It is noteworthy that both the Avesto itself and its commentaries (Zend) were fully preserved orally until the sixth century AD. In particular, the "Goths" of the Avesto were performed to the accompaniment of music, ... prayers were required to be sung in a timely manner (harmony) and in certain scenes (registers), with the necessary tones of voices and full preservation of the ladss ". In this case, it is passed down orally from generation to generation. The fact that they have certain tones, that is, "singing", has served as a guarantee that they will be preserved orally for many centuries, and these tones have survived for centuries. Some scholars point out that the maqam goh is related to the Avesto Goths, call the Goths gohlar, and interpret the word goh as "method, song."

Literature review and methodology

Naturally, the performance of these sayings, which deeply reflect the qualities of different musical styles, is formed with a high artistic level, special practical knowledge and skills. At the same time, such creative demands, which are also a direct form of life of these genres, have not escaped the attention of practitioners. In particular, over the years, the great traditions of singing were performed by F.Mamadaliev, M.Tajiboev, M.Yulchieva, R.Karbonov, and the traditions of singing were in the art of K-Iskandarov, O.Khudoyshukurov, R.Kurbanov and other hafiz. as well as in the performance of the talents discovered at the competitions of great singers and performers of different levels (republican-regional).

Lad structures as a generalization of melodies related to a particular style of music: on the melodic nature of lad combinations in traditional music. Abdurahmon Jami was engaged in music along with other sciences. The theory of intervals has been studied extensively in the East in the past. But there is a big difference between the old and modern concepts. For example, in theory, $\frac{4}{3}$ is the ratio of the exact denominator to three, and if three fractions are understood as four, it is taken as the (agreed) approximate accepted sound relation. Accordingly, a sound marked by the exact numbers of each maqom was developed by earlier musicologists. However, it must be acknowledged that mathematically expressed bodhisattvas are not always absolute units. This idea is clearly stated in Abdurhaman Jami's Risale-i Musiqi: Similarly, if there are slight differences in this division, the discussion, criticism and objections are inappropriate from the anikugic point of view.

The theory of intervals has been extensively studied by Eastern musicologists in the past. But there is a big difference between the old language of musicology and modern concepts. In the works of Farobi and Ibn Sina, the bodhisattvas were expressed in numbers and ratios, but now they are used in the form of units denoted by words. For example, in theory, *zul arba* means a certain amount of denominator (the ratio of four to three, three fractions is four), but in practice it is taken as an approximate sound ratio. Accordingly, earlier musicologists have developed a sound table of each *maqom* marked with exact numbers. However, it must be acknowledged that mathematically expressed bodhisattvas are not always absolute units. This idea is clearly stated in Abdurahman Jami's "Musical treatise":. At the same time, the last criterion in this discipline for determining the denominators of seventeen tunes is listening.

In the preface of A.Jami's "Musiqa Risolasi" it was acknowledged that the *ghazal* in the spirit of praise corresponds exactly to the verses that sound like an irrational "big song" before Sarakhbor.

The content of the poem in A.Jami's pamphlet is short, but very meaningful, which is aimed at glorifying the music, praising its divine qualities. He gave information about the compatibility of Sarakhbors with the spirit of our prayers. The pamphlet is of great importance in the history of musicology.

DISCUSSION

The main functional manifestations of lad structures. As noted above, Farobi divides the science of music into theoretical and practical parts. Theoretical science considers the basics of music (fundamental laws) and methods of studying them. In any theoretical science, three things are necessary for human perfection:

1. Mastering its basics.
2. To be able to draw the necessary conclusions from the basics of this science.
3. To be able to find wrong results in this science, to be able to understand the views of other scientists, to be able to discover the good from their bad thoughts, to be able to correct mistakes, "wrote Farobi in the preface to the Great Music Book. .

Pharoah describes each of the above categories of science in detail. Science begins with the study of the musical and physical properties of sound. Sound is defined as a physical phenomenon caused by the vibration of any hard or soft body.

The acoustic properties of sound, that is, the relationship between the volume of the vibrating body and the pitch of the sound, are explained in the example of various musical instruments, and the factors for expressing their quantities in a mathematical way are explained. "Songs are compared to poems and poems. In poetry, the primary element is the letters, the reason for which, just as verses and bytes are formed from their combination, there are primary and secondary elements in the structure of melodies, from which the melody is compared with the poem and the poem. The only thing that plays the role of letters in poetry is melodies," Farobi wrote. So, the concept that comes from the sound is *nagma* (musical sound, tone, *lad*). Farobi discusses the causes of low-pitched melodies, the factors of proportionality and the impact on emotions through these features (Farobi. "The Great Book of Music", Cair, published in 1967). category is one of the central concepts of science and literature. Because the *lad* itself cannot be a separate part of the melody. Farobi explains the formation of intervals by measuring the size and

volume of the oscillating body and expressing the resulting fractions in numerical terms. The factors that determine the pitch of the sound are different, the length and thickness of the string on stringed instruments, the length, height and width of the vibrating body on wind instruments. However, the most important of these is length. Therefore, the length is mainly measured.

The historical development of lad structures, the relationship of various functional forms to traditional musical styles and types. At the same time, if we look at the music of the maqoms in Uzbekistan (Shashmaqom, Khorazm maqoms, Fergana-Tashkent maqom varieties), each of them has the most perfectly organized lad (sound) structures on the basis of unique melodies. It attracts our attention. By whom and when were these maqom associations, whose 7 main lads are built on the ratio of harmonious, melodic sounds, created? Based on the logical considerations in this regard, it is possible to assume that the time of their formation dates back to later times, that is, to the centuries when the art of music developed. But the history of world music denies such a conclusion. This is because the main step (lad) sound systems, similar to the maqom ladss, have been known to the East-West music culture since ancient times. In particular, the ancient Greeks not only knew several types of such lad associations, but also noted their special role in human education. The sage Pythagoras studied the causes of the extraordinary effects of the perfect veil on the human soul by mathematical methods (these methods were later used by medieval Eastern musicologists). In the end, they contain a sufficient proportion of harmonic sounds (octave, fifth, quartet) and their numerical expression corresponds to the first four digits (octave-2: 1; fifth-3: 2; quarter-4). : 3) detected.

Result

This means that perfectly organized lad structures were not originally created on a scientific and theoretical basis, but the beautiful melodies in them were discovered on a scientific basis. According to scholars, the oldest examples of maqoms are inherited from the prophets. In particular, in the second half of the XVI century - the first quarter of the XVII century, our compatriot, famous musician and scientist Darvish Ali Changi in his pamphlet "Tuhfatus-surur" reported that at first there were seven maqoms associated with the names of seven prophets. The maqom of "True" is from Adam, "Ushshaq" is from Noah, "Nava" is from David, "Hijaz" is from Job, "Husayn" is from Yaqub, and "Rahawi" is from Muhammad (pbuh). The author also states that he relied on the opinion of such highly respected teachers as Hodja Abdulkadir ibn Maroghi, Hodja Safiuddin ibn Abdulmomin, Sultan Uvays Jaloir. It should be noted that the use of terms such as "spirit", "tariqa", "ravish", which means "way", before the term "maqom" in the music of maqoms may serve to support the information stated by Darvish Ali Changi. The prophets, who were the messengers of Allah on earth, showed people the way to true happiness. The examples of spiritual teachings left by them were highly valued among the communities and passed down from generation to generation as a beautiful spiritual heritage. Even the most perfect lads, which are most pleasing to the human ear and perception, were first created on the basis of this heritage (or during its theoretical study), and then various melodies were developed on the basis of these (lads) "ways". (or new samples of melodies have been created).

Thus, the perfect lad associations inherited from the ancient world played an important role in the subsequent emergence of maqom systems, as well as in the development of composers and folk music. Another layer of music in the maqoms is the ancient samples of folk music. Surprisingly, the maqoms contain "traces" of even the most ancient examples of folk music. In particular, we see these traces in the works of maqom named Navruz Ajam, Navruz Khoro,

Navruz Sabo. Thus, on the basis of the melodies of these works, the downstream melodies, classified by expert scholars as "the most ancient example of folk music" ("primary line" - G. Schenker), are clearly visible. This is not in vain, of course. It is known that many peoples of the East have long celebrated Navruz and performed certain melodies and songs. It is probably true that this category of melodies, which has a permanent place in the traditional life of the people as a kind of seasonal ceremonial music, was later included in the system of maqom and had its own highly developed appearance. Among the sources of maqom are noteworthy "goh" (ie in the form of Dugoh, Segoh, Chorgoh, Panjgoh) melodies. Most scholars speculate that this type of melody is rooted in the tradition of reading ancient books in certain tones, including the Gothic hymns in the Avesto. It takes into account the fact that the word "Gatheha" in the Avesta was later translated into the Dari (Persian) form as "Gah" and a number of other cases. An analysis of the "goh" melodies known to us shows that the roots of these specimens are older than the supposed periods. In particular, on the basis of Dugoh-Husseini I melody in Fergana-Tashkent maqoms there are two base lads melodies, in Segoh instrumental melody, as well as in Shashmaqom's Tasnifi Segoh, in Khorezm Segoh maqom parts in Tani maqom.

3. About functional factors such as repetition and variation (dynamics) and dynamics of lads joints in the lad system. After the Mongol conquest of Baghdad in 1258, Urmavi served as a palace musician at the Hulagu Khan Palace, and later in the homes of the great minister Alouddin Atoulmulk al-Juwayni, and later his brother Shamsiddin Atoulmulk. His works "Kitabul-advor" ("Book of music and rhythm circles"), "Risalatush-Sharafiya" ("Honorable treatise")¹ {1.}

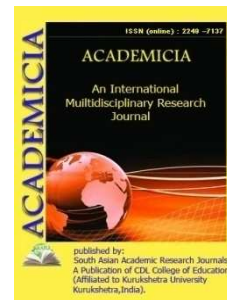
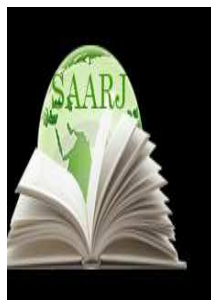
CONCLUSION

The importance of these principles is that students are entrusted with the task of arousing interest in modern music, as well as national music, and in this way to enrich their spiritual world through awareness of performances, to increase respect for our history. In this case, the scientific-methodical, organizational-creative, as well as pedagogical activities of the music teacher. Music lessons require the responsibility to organize the teaching process using new experiences, pedagogical technologies.

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"DIVERSITY OF WOOD DECAYING FUNGI FROM DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY AURANGABAD CAMPUS, MAHARASHTRA (INDIA)

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ABSTRACT

The specimen of macro fungi were sun dried and kept in brown paper packet as per international mycological herbarium guidelines. Macroscopic and microscopic characters were recorded, fresh material from field and dried material in laboratory. The white rot fungi secretes enzyme which attacks not localized nears the hyphae but is wide spread and deeply diffused. The specimen of macro fungi were sun dried and kept in brown paper packet as per international mycological herbarium guidelines. Macroscopic and microscopic characters were recorded, fresh material from field and dried material in laboratory. Macroscopic observations carried out by using Cosmo Compound Light Microscope under 10X objective.

KEYWORDS: *Mycological, Macroscopic, Herbarium, Specimen*

INTRODUCTION

The survey was carried out from different areas of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad campus. It is located between 19°54'10.7" North and 75°18'26.2" East in 725 acres, having rich plant biodiversity. The fungal flora also shows the variation in their forms, in general weakening of the tree defense frequent injuries on branches and roots allowing the wood-rotting fungi to gain entry through infected portion and making serious loss of wood mechanical strength finally (Lonsdale1999). Wood decomposition is a process in nutrient recycling, soil formation and the carbon budget of ecosystem (Lonsdale et al. 2008).

The two type of wood decaying fungi are distinguished one is white rot, which degrade lignin and cellulose is partially degraded and second is brown rot where cellulose is degraded and lignin is left as brown residue, the ability of white rot and brown rot fungi is to degrade all principle components of wood is important for carbon flux of ecosystem (Leonowicz et al., 1999; Baldrian and Gabriel 2003).

In wood products and slash there is a strong tendency for softwood to be degraded primarily by brown rot and hardwoods by white rot fungi (Scheffer, 1964). This is probably associated with the very fact that the lignin in hardwood is simpler to biodegrade than that in coniferous wood (Yang et al, 1979) and undue to the difference in the hemicelluloses components (Highley, 1979). The white rot fungi in apparent contrast to plant disease fungi must degrade lignin so as to decay. Brown rot fungi utilize the hemicellulose of the cell walls leaving the lignin essentially undigested, but slightly modified (Kirk, 1975; Kirk & Alder 1970). The differences between the conditions in culture and decaying wood affect the lignin degrading ability of brown rot macrofungi. The mechanism of hemicellulose break down by brown rot fungi appears similar that of white rot fungi (Highley, 1976; Kelich et al 1970). But these evidently employ a different mechanism than white rot fungi for attacking the cellulose in the wood (Cowling & Brown, 1969; Highley 1977; Koenings, 1974). Hyphae of the brown rot fungi like those of the white rot fungi grow inside the lumina in contact with the tertiary wall, into the capillaries of which the secreted enzymes are able to diffuse (Bailey et al, 1968; Liese, 1970; Wilcox, 1970). The white rot fungi secrete enzyme which attacks not localized nears the hyphae but is wide spread and deeply diffused. As the degradation proceeds, the cellulose and hemicelluloses are gradually destroyed at approximately an equivalent relative rate. Brown rot wood tends to shrink abnormally while dried giving rise to a characteristic cubical pattern of checking. The brown rot fungi reduce the strength of the wood (live tree or wood logs) much or more than white rot fungi and at the advanced stage, the wood is reduced to a residue of amorphous crumbly brown cubical piece with excessive vertical and horizontal splitting (Brown cubical rot) composed largely of slightly modified lignin. Brown rot fungi do not produce extracellular phenol oxidases and generally give negative oxidase tests on gallic and tannic acid media and with guaiac and syringaldazine reagents. Brown rot fungi residues are extremely stable and are important organic compounds in forest ecosystem (Gliberson, 1981). White rot macrofungi degrade cellulose and hemicelluloses at approximately the same relative to the original amounts present (Kirk & Highley, 1973) whereas the lignin is decomposed at similar rate or faster rate on a relative basis (Blanchette, 1980; Setliff & Eudy, 1979). Hyphae of the white rot fungi secrete concentrated in the ray cells and vessels although, other cells are invaded very earlier penetration of cell walls (Wilcox, 1970; Liese, 1970). White rot fungi have cellulase and lignase enzyme which secreted at hyphal tips and on lateral surfaces, these enzyme assist cell wall penetration and enlarge bore holes to perforation. White rot fungi successively depolymerise cell wall substances only to extent that the products are often utilized consecutively for metabolism (Cowling, 1961).

MATERIALS AND METHOD

Present investigation the collection of macro fungi were done 20 to 25 days after heavy rainfall during month of July to November. The specimen of macro fungi were sun dried and kept in brown paper packet as per international mycological herbarium guidelines. Macroscopic and microscopic characters were recorded, fresh material from field and dried material in laboratory. Macroscopic observations carried out by using Cosmo Compound Light Microscope under 10X

objective. The freehand thin section cutting of fruiting bodies done with the help of sharp razor blades, stained and studied in 5% KOH, Lactophenol, Cotton Blue and Melzer's reagent and microscopic observations were made under 40X and 100X Magnification (Olympus CX 41) in laboratory.

RESULT AND DISCUSSION

In present study 15 fruiting bodies of wood decaying fungi were collected from different sites of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad campus. It comprises 14 genera and 15 species in that 1 genera and 1 species belonged to Ascomycetes, while 13 genera and 14 species belonged to Basidiomycetes, all these 15 wood decaying fungi having ability to degrade wood causes either white rot or brown rot. Morphological and microscopic study of macrofungi have been summarized in table 1.

TABLE 1 : MORPHOLOGICAL AND MICROSCOPIC STUDY OF WOOD DECAYING FUNGI

Botanical Name	Family	Edible	Host	Thallus Dimension	Spore dimension	Altitude	Latitude & Longitude
<i>Auricularia nigricans</i> (Sw.) Birkebak, Looney & Sancher-Garcia.	Auriculariaceae	Yes	<i>Senna siamea</i> (Lam.) H.S. Irwin & Bameby.	Basidiocarp 4–30 × 4–25 mm, annual, solitary or in groups, bracketed; upper surface velvety hairy; lower fertile surface smooth; context jelly like when fresh, waxy hard when dry.	Spores 13–16 × 4–5 μm, cylindrical to allantois, slightly kidney shaped, thin walled. smooth,	572m	19°54'28" N 75°18'50" E
<i>Daldinia concentrica</i> (Bolton) Ces. & De Not.	Hypoxylaceae	No	<i>Senna siamea</i> (Lam.) H.S. Irwin & Bameby.	Basidiocarp 6–35 × 5–30 mm annual, hemispherical to depressed-spherical, rarely substalk; fertile surface even or frequently cracked into fine network, finely papillate; context composed alternating zones, pithy to woody	Spores 14–19 × 5–8 μm, ellipsoid-inequilateral with narrow rounded ends, slit present, thin walled, smooth.	578m	19°54'52" N 75°18'45" E
<i>Earliella scabrosa</i>	Polyporaceae	No	<i>Senna siamea</i>	Basidiocarp, 10–170 × 10–140 mm,	Spores 7–11.5 ×	576m	19°54'50" N

(Pers.) Gilb. & Ryvarden			(Lam.) H.S. Irwin & Bameby	annual, solitary or in groups resupinate, effused-reflexed to pileate; pores 1–3 per mm, angular to iripicoid to maize like (semi-daedaloid); Tube 2–5 per mm deep; context 1–2 mm thick, solid, duplex.	2.5–4 μ m, cylindrical, thin-walled, smooth, hyaline, inamyloid.		75°18'46" E
<i>Flavodon flavus</i> (Klotzsch) Ryvarden.	Irpicaceae	No	<i>Prosopis juliflora</i> (Sw.) DC.	Basidiocarp 10–62 \times 5–41 mm annual, resupinate to widely effused reflex; pores/lamellae/teeth 1 – 2 per mm, poroid, lamellate, iripicoid to hynoid; tube 0.1– 4 mm deep; context 1 – 2 mm thick.	Spores 5.5–6.5 \times 3–4.5 μ m, ellipsoid, smooth, thin walled, hyaline.	569m	19°53'53" N 75°18'38" E
<i>Funalia leonina</i> (Klotzsch). Pat.	Polyporaceae	No	<i>Mangifera indica</i> L.	Basidiocarp 69 mm length, 54 mm width, 33 mm thick, annual, pileate, semicircular to elongated; tomentum up to 14mm deep; pores 1– 2 per mm, hydroid, angular, thick walled; tube 1 – 6 mm deep; context 1 – 4 mm thick.	Spores 11–15 \times 3–5 μ m, cylindrical, hyaline.	568m	19°53'53" N 75°18'33" E
<i>Fulvifomes inermis</i> (Ellis & Everh.) Y.C. Dai.	Hymenochaetaceae	No	<i>Peltophorum pterocarpum</i> (DC.)	Basidiocarp 44–720 \times 28–108 mm, Perennial, resupinate to	Spores 4.3–6 \times 4–5 μ m, globose to	574m	19°54'21" N 75°18'46" E

			K. Heyne.	widely effused; pores 3 – 6 per mm, round to angular, thick walled; tube 1–3 mm deep; context 1 – 2 mm thick.	sub-globose, rusty to pale reddish brown color, thin walled.		
<i>Ganoderma lucidum</i> (Curtis) P. Karst.	Polyporaceae	Yes	<i>Pithecium dulce</i> (Roxb.) Benth.	Basidiocarp 104–158 × 98–126 mm, annual, laterally to centrally stipitate, reniform to dimidiate; pores 3–6 per mm, thick walled; tube 4 – 10 mm deep; context 5 – 12 mm thick.	Spores 8–11 × 6–7 µm, ovoid or truncate, exospores hyaline, smooth, brownish sometimes guttulate.	571m	19°54'09" N 75°18'45" E
<i>Inonotus pachyphloeus</i> (Pat.) T. Wagner & M. Fisch.	Hymenochaetae	No	<i>Albizia lebbek</i> (L.) Benth.	Basidiocarp 216 × 182 mm, perennial, broadly attached, sessile, ungulate to applanate; pores 8–10 per mm, thick walled; tube upto 5 mm deep; context upto 30 mm thick	Spores 4–5.5 × 4–4.5 µm, subglobose to globose, thin walled, hyaline, non-amyloid.	571m	19°54'09" N 75°18'45" E
<i>Leucocoprinus cretaceus</i> (Bull.) Locq	Agaricaceae	No	<i>Senna siamea</i> (Lam.) H.S. Irwin & Bameby	Basidiocarp annual, pileus 43 mm in diameter, conicocampanulate to umbonate; stipe 47 mm in length and 5mm in width, central, cylindrical, equal, hollow; context thin, 0.1–2mm wide.	Spores 7–10 × 4.5–6.5 µm, short, ellipsoid to ovoid, with small germ-spore, hyaline, dextrinoid.	572m	19°54'28" N 75°18'50" E
<i>Phellinus adamantinus</i> (Berk.)	Hymenochaetae	No	<i>Lawsonia inermis</i> L.	Basidiocarp 34–58 × 23–42 mm, Perennial, pileate,	Spores 4–6 µm in diameter,	572m	19°54'11" N 75°18'40" E

Ryvarden				applanate, semicircular to dimidiate; pores 6–9 per mm; tube 2 – 3 mm deep; context 1 – 5 mm thick.	globose, nonamyloid, thick walled, smooth, brownish yellow.		E
<i>Phellinus badius</i> (Cooke) G. Cunn.	Hymenochaetaceae	No	<i>Peltophorum pterocarpum</i> (DC.) K. Heyne.	Basidiocarp 48–96 × 38–62 mm, Perennial, sessile, half moon shape to unguate; pores 3–6 per mm, thick walled; tube 2 – 3 mm deep; context 0.1 – 12 mm thick.	Spores 6.4–7.5 × 6–6.5 µm, ellipsoid to sub-globose, yellowish brown color.	568m	19°53'57" N 75°18'41" E
<i>Pseudofavolus tenuis</i> (Fr.) G. Cunn.	Polyporaceae	No	<i>Sennasiamea</i> (Lam.) H.S. Irwin & Bameby	Basidiocarp 6–41 × 5–36 mm, annual to perennial, dimidiate, flabelliform to semicircular; pores 1–2 per mm, angular to hexagonal, thick walled; tube 0.1 – 2 mm deep; context 0.1 – 1 mm thick.	Spores 13–18 × 4–6.5 µm, cylindrical, hyaline, thick walled.	574m	19°54'25" N 75°18'50" E
<i>Schizophyllum commune</i> Fr.	Schizophyllaceae	No	<i>Prosopis juliflora</i> (Sw.) DC.	Basidiocarp 10–35 × 6–30 mm, annual, flabelliform to kidney or bean shaped; lower fertile surface falsely gilled, separating along gill's – edge; context 0.1 – 1 mm thick.	Spores 3–5.5 × 1.4–2.5 µm, allantoid cylindric, hyaline, thin walled, smooth.	569m	19°53'53" N 75°18'38" E
<i>Scytinostroma duriusculum</i> (Berk. &	Peniophoraceae	No	<i>Sennasiamea</i> (Lam.)	Basidiocarp 42–104 × 36–64 mm, annual, adnate,	Spores 4–5.5 µm in diameter,	573m	19°54'12" N 75°18'38" E

Broome) Donk			H.S. Irwin & Bameby	membranous, resupinate to widely effused; pores surface smooth; context finely layered, smooth, dense, subhyaline in section, faintly stratose.	globose, amyloid, smooth		E
<i>Truncospora tephropora</i> (Mont.) Zmitr.	Polyporaceae	No	<i>Zizyphus mauritiana</i> Lam.	Basidiocarp 10–580 × 10–215mm, Perennial, resupinate, effused; pores 4 – 6 per mm, round to angular, thick walled; tube 2–3 mm deep; context 0.1 – 2 mm thick.	Spores 4.4–6 × 3.4–4.5 µm, ellipsoid	573m	19°54'27" N 75°18'52" E

Photo Plate 1



Auricularia nigricans (Sw.) Birkebak, Looney & Sanchez-Garcia.



Daldinia concentrica (Bolton) Ces. & De Not.



Earliella scabrosa (Pers.) Gilb & Ryvarden



Flavodon flavus (Klotzsch) Ryvarden.



Funalia leonina (Klotzsch). Pat.



Fulvifomes inermis (Ellis & Everh.) Y.C. Dai.



Ganoderma lucidum (Curtis) P. Karst.



Inonotus pachyphloeus (Pat.) T. Wagner & M. Fisch.



Leucocoprinus cretaceus (Bull.) Locq.



Phellinus adamantinus (Berk.) Ryvarden



Phellinus badius (Cooke) G. Cunn.



Pseudofavolus tenuis (Fr.) G. Cunn.



Schizophyllum commune Fr.



Scytinostroma duriusculum (Berk. & Broome) Donk



Truncospora tephropora (Mont.) Zmitr.

CONCLUSION

In present investigation thirty nine specimens of wood decaying macrofungi were collected from different sites of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad campus in which fourteen different types of genus and fifteen species were studied (Table 1 & Photo Plate 1) which belongs to eight families Auriculariaceae, Agaricaceae, Irpicaceae, Hymenochaetaceae, Hypoxylaceae, Peniophoraceae, Polyporaceae, Schizophyllaceae. From above discussion it is concluded that family Polyporaceae and Hymenochaetaceae is dominant, while *Phellinus badius*, *Schizophyllum commune*, *Scytinostroma duriusculum* and *Truncospora tephropora* are dominating macrofungi and *Auricularia nigricans*, *Daldinia concentrica*, *Earliella scabrosa*, *Flavodon flavus*, *Funalia leonina*, *Fulvifomes inermis*, *Ganoderma lucidum*, *Inonotus pachyphloeus*, *Leucocoprinus cretaceus*, *Phellinus adamantinus*, *Pseudofavolus tenuis* seen rare macrofungi, which belongs to eight hosts *Albizia lebbeck*, *Lawsonia inermis*,

Mangifera indica, *Peltophorum pterocarpum*, *Pithecellobium dulce*, *Prosopis juliflora*, *Senna siamea* and *Zizyphus mauritiana* (Table 1).

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THE APPEARANCE OF MASS PLAY FORMS THROUGH SOUND AND ANCIENT INSTRUMENTS

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ABSTRACT

The historical development of Uzbek folk music, the first forms and types of musical instruments, the period of the primitive community system, works of the scholars of the past, books left by us by ancient scholars, historical sources of which are fundamentally reflected on the accents of mass games, expressions of the melody of spells, sounds imitating the sound of animals. The early forms of religion and myths associated with the spiritual life of the peoples of Central Asia are of great importance. Ancient myths describe the names of many people and events related to them. The musical instrument in the hand of the divine man in the image has a long slender handle and a small almond-shaped bowl, the number of strings of which is not clear. At the foot of the instrument, in the right-hand corner, is a female musician holding a stringed instrument in her hand.

KEYWORDS: *Stringed Instruments, Pantomime, Dance, Dance, Rechitative, Labor Songs, Legends, Performer, Music, Hunting Game.*

INTRODUCTION

A clear and unambiguous goal is the guarantee that everyone will get the job done. Accordingly, these tasks show that, looking at the present day, the goal and task is to bring up the educated young generation, which is the mirror of our society with a new way of thinking, the so-called criterion of thinking, to bring to the consciousness of our people is one of the necessary conditions.

The issue of spirituality includes many factors such as the history of the nation, moral and religious values, cultural heritage, traditions and customs, national ideology, patriotism and

humanism, understanding of national identity, and ultimately defines the main criteria in determining the human personality.

The future of our people depends, first of all, on itself, its spiritual power and the creative power of the national consciousness. Spirituality and enlightenment have always been the strongest feature of our people over the centuries.

The appearance of "mass play" forms through sound and ancient instruments: *According to the sources and based on our personal imagination, we can say that in the process of hunting, humans came across various animals and birds. Man tried to imitate their voices in order to catch them, to attract them. It can be assumed that such actions paved the way for the origin of music. Different musical instruments began to be invented, first imitating the sounds of birds and then the voices of humans. The earliest instruments were made of bird and animal bones, plants, trees, coconuts, and so on.*

The subject studies the historical development of the region, the formation of the people, the emergence of music and the stages of development. Knowledge and understanding of the historical process of our national music is important for every artist.

It is known that the study of the history of antiquity is based on three main sources:

- 1. Archaeological monuments (finds).*
- 2. Written sources (ancient books, chronicles).*
- 3. Samples of folklore.*

Territorially, Central Asia includes the present-day republics of Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan, and the southern regions of Kazakhstan. We mentioned that above. Archaeological research has shown that within this boundary there are many ancient cultural centers, which are generally characterized by three major periods of development: the natural gifts of our Stone Age ancestors period of subsistence; the first agricultural period in which mankind began to be self-sufficient in food; the Bronze Age, when industrial and cultural practices accumulated in earlier periods began to be used.

During this period, highly developed urban communities were formed in the south, and nomadic livestock farms were formed in the north. The rock paintings found in the two regions of Central Asia serve as an extremely rich source in the study of the religious views of the Mesolithic people and the world of fine arts.

Of these, the rock paintings of Kokhitang and Zardutkamar are located in the southern part of Uzbekistan. Another group of rock paintings is in the Pamir Mountains, which depicts the hunting magic and art of primitive people. As R.I. Gruber points out in his book, "musicologists find it more difficult than other art researchers. If a researcher of fine arts has the opportunity to study an artistic object, that is, a material monument, the musicologist does not have such an opportunity: because the music of the past has not been preserved, and the study of ancient times is done only through indirect sources : that is, material music culture (instruments found during archeological excavations, etc.), information provided by mixed sciences, and especially some preserved examples of folk music ...¹" {1.4}.

Theatrical scholar M. Rakhmonov writes, "In the early stages of human history, music was inextricably linked with the art of pantomime and dance. It was an integral part of the life and

work of the primitive people living in the territory of Uzbekistan. The earliest songs of the early days were very simple. "The music and songs that carried out the game of hunting and the pantomime dance in various ceremonies consisted mainly of melodies and recitatives that repeated words and sounds"² {2.49}.

The Greek historian Herodotus wrote about Massagets in which people formed a circle around a campfire, then danced and sang³ {3.201-202}.

The appearance of "solo" forms through sound and ancient instruments: With the development of primitive society, big drum (percussion), wind and stringed instruments of the ancient peoples of Uzbekistan began to appear. The drum instrument in the hands of people dancing to the pantomime in the carved stone pictures proves this⁴ {4.}. With the development of human society, playful music, labor songs, various ceremonial songs, triumphant and heroic songs began to emerge from ancient very simple melodies and recitatives⁵ {5.50}.

Mahmud Qashqari, in his *Devonu lug'otit turk*, gives a number of examples of ancient labor and ceremonial songs. These songs are about the lives of people in primitive and later times, their source of livelihood, hunting, animal husbandry, farming activities, the labor process and human attitudes to it, the traditions of primitive society, the unity of tribal members in the fight against natural vagaries. work and reflects moments of rest after hard work⁶ {6.}.

In Khorezm and Sogdiana, the worship of Siyavush, who died and was resurrected, was especially strong. The story of Siyavush is also found in Firdavsi's "Shohnoma".

The Greco-Bactrian state left its mark on the economy and culture of the peoples of Central Asia and created East Hellenism. Of course, historical monuments and archeological excavations are very important, but the works of scholars of the past, who left history in written sources, are also of great importance. Many of the scholars we know from history, such as Aristotle, Pythagoras, and others, are historical figures. But the books and historical sources left to us by a number of ancient scholars, such as Herodotus, Xenophon, and Diodorus, are of great importance among the historians who have covered the historical processes related to the peoples of Central Asia. The early forms of religion and myths associated with the spiritual life of the peoples of Central Asia are of great importance. Ancient myths describe the names of many people and events related to them. Information about ceremonies and holidays is especially valuable to us. One of the ancient holidays is Navruz, Mehrjon, Dionysius (named after A.Makedonsky).

Navruz is a new day of the year, a rebirth of nature. It is, of course, about all-round purification and re-creation. That is why this process is accompanied by the best intentions, a new day with good intentions. People's animosity towards each other is forgotten.

The elders of the people were honored, their blessings were taken and seeds were sown on the ground. It is customary to perform uplifting and joyful music and celebrate the new day with the most beautiful melodies. In turn, such works have been created in accordance with the nature of such holidays, and similar traditions have been formed.

There are instruments that add interest to such celebrations, and their performances and music. Mehrjan is a holiday celebrated after the autumn harvest, and music played an important role in this holiday as well. The origins of the Dionysian festival go back to ancient Greece, to the name of the grape god Dionysius. People danced and sang songs, adorning themselves with grape branches and fruits, so that the harvest of grapes would be abundant.

Early forms and types of musical instruments: The earliest manifestations of musical creativity date back to the time of the primitive community system, mainly through the labor and rituals of people who lived by hunting and blacksmithing. In particular, the accents of public games, magical phrases, sounds imitating the voices of animals, signal (signaling) screams are gradually expressive means that have exactly the same musical characteristics. Archaeological excavations, which have not survived to the present day, date to the Paleolithic period. They also testify to the development of the first music in the most ancient history of mankind and to the general cultural level⁷ {7.139}.

The instruments depicted in these paintings were excavated during archeological expeditions and are the simplest wind instruments made of enemy and animal bones and reeds. They gradually developed to the level of the current flute, gaboy and clarinet⁸ {8.53}.

The first "musical instruments" made by primitive people: Theatrical scholar M. Rakhmonov writes, "In the early stages of human history, music was inextricably linked with the art of pantomime and dance. It was an integral part of the life and work of the primitive people living in the territory of Uzbekistan. The earliest songs of the early days were very simple. The "music" and "songs" that performed the "game of hunting" and the pantomime dance at various ceremonies consisted mainly of melodies and recitatives that repeated words and sounds "⁹ {9}.

The Greek historian Herodotus wrote about Massagets in which people sat in a circle around a campfire, then danced and sang¹⁰ {10}.

With the development of primitive society, drum (percussion), wind and stringed instruments of the ancient peoples of Uzbekistan began to appear. The drum instrument in the hands of people dancing to the pantomime in the pictures found on the carved stone also proves this {20}. With the development of human society, playful music, labor songs, various ceremonial songs, triumphant and heroic songs began to emerge from the very simple melodies and recitatives of antiquity¹¹ {11}.

Sources say that cultural ties intensified during the Sassanid rule. While King Ardasher I divided singers and musicians into separate classes, Bahrom Gor (420-438) asked the Indian ruler Shinkal to send musicians to his palace¹² {12}.

On the walls of houses and palaces of ancient Panjikent, Samarkand and other similar cities, there are images of musicians playing the pre-Islamic ud, rubab, flute, zurna and harp instruments of the pre-Islamic period of Movaraunnahr (Varzrud). In particular, on the walls of one of the tombs of Panjikent there is an image of a woman playing the harp.

In general, images of female goddesses playing harp, rubab, flute, and violin from this period are depicted on stone statues, silver vessels, earthenware, and terracotta.

According to available sources, Movaraunnahr's music and dance were very popular in China during this period. Chinese artists are even jealous of Movaraunnahr artists. In particular, Sogdian musicians have always been respected as masters of their profession. These include masters of stage performances from Bukhara, a Samarkand flute player, a Khotan trumpet player and a Tashkent dancer; and an ensemble called "Western Girls" was formed in the palace of the Chinese emperor Xuanzong, consisting of girls from Darvaz, Kesh (Shahrisabz), Maymurg, and Samarkand, and the ruler loved to watch them dance. His wife, Yani Rokshan, was interested in the dance. The dances were accompanied by percussion instruments, harp and flutes.

Sources have described several dances by Movaraunnahr artists: including the "The left" dance performed by a group of dancers, which was distinguished by its elegant movements; the second was called "Enthusiastic, Brave," and the third was called "Western hopping dance" The last type of dance was performed by boys. All dances were performed in national costumes.

Teenagers and girls also danced to modern lapar style accompanied by songs¹³ {13}.

Originally, the peoples of Central Asia called their songs, melodies, and dances as they were heard by the Chinese. Accordingly, the melody of the song, which was popular in Bukhara, was "fusadanshi" and the dance was "mosiy". It was not until 754 that Central Asian folk songs began to be called Chinese¹⁴ {14}. In 1984, during archeological excavations in Yakkabag district of Kashkadarya region, ossuaries (khanka) were found. It (ossuary) is in the form of a rectangular box, dating to the VI-VII centuries AD. Ossuari traces pre-Islamic burials in Central Asia. The walls of the ossuary are decorated with relief images depicting a complete composition. These images are very interesting and give an idea of the early medieval musical performance in Central Asia.

Under the arches of the ossuary is a picture of a four-armed divine man and woman dancing. In other words, it depicts a woman holding a sun disk and a crescent moon in her hand, and a man playing a stringed instrument, and her (man's) upper arms are attached to an iron ring and a circle with some kind of bird. If you are holding a similar disk. Presumably, this divine couple was highly revered in Central Asia at that time.

The musical instrument in the hand of the divine man in the image has a long slender handle and a small almond-shaped bowl, the number of strings of which is not clear. At the foot of the instrument, in the right-hand corner, is a female musician holding a stringed instrument in her hand. He has a round face, almond-shaped eyes, a straight nose and small lips. In his left hand he holds an instrument facing down, and in his right hand he has a sounding nail. The lower bouts featured two cutaways, for easier access to the higher frets. The lower bouts featured two cutaways, for easier access to the higher frets. The two strings of the instrument are clearly visible. In the corner on the left side of the ossuary is a small image of a musician under the feet of a female goddess. She is sitting facing God. The musician is wearing a jacket and trousers, he is holding a wind instrument, and the appearance of the instrument is reminiscent of a small trumpet. The musician held the word close to the top of his left hand. Near his mouth, he is holding the mouthpiece of the second instrument with the palm of his right hand. The end of the tool looks like an extended branch. Apparently the musician plays alternately on these instruments. On the right side of the goddess's feet is another musician, who is sitting on a chord. There are two drums connected to each other by an iron wire, one on the musician's knee and the other on his chest. The musician plays the instrument with two fingers.

The instrument in the hands of the male god can be said to belong to the group of harp words. Its skull is very small (like a palm) and its handle is long and thin. With the right hand in the vocal position, the upper part of the handle is in the open palm of the left hand.

Well-known musicologist T.S. Vizgo said that the harp with a very long handle and a small cup (for example, the images on the roofs of the Parthian rhytons found in Nisa) belonged to the tamborine instruments.

This type of harp dates back to very ancient times in terms of origin. But they had two strings. The appearance of these instruments in the hands of the practitioners in the pictures is very different from modern tamburs. The image of a long-handled, round-resonator-like instrument in the hands of musicians was found in Khorezm's Tuprakkala.

A long slender-handled, small-bore percussion tanbur has survived to our day.

Researchers have noted the diversity of the category of strings in Central Asia, which dates back to the early Middle Ages. Ossuaries are another type of ancient tune.

One of the upper arms of God in the image appears to be a tambourine.

The functions performed by musical instruments in ancient ceremonies and marriages: Its use since the 7th century is evident from the data of Chinese travelers. The musician holds a different type of harp in her hand. The pear-likeform of the instrument is the basis for claiming that it belongs to the group of 4, 3 or 2-stranded Sogdian harp (researcher R.A. Sadokov calls this group the Sogdian-Bactrian-Marv group).

The harper musicians are especially widespread in the terracotta of Sogd (Samarkand). In this case, they are shown playing the instrument with their hands and nails.

The statue of a female harper musician found here testifies to the fact that harp performance is also widespread in the Kashkadarya oasis. The woman is playing the instrument with short nails, as in the Ossuary images. The head of the instrument is directed downwards, but there is a difference in the shape and number of strings.

One of the images mentioned above, that is, these instruments of musicians holding 2 musical instruments (straight and stringed instruments) at the same time, probably belong to the type of trumpet. Because they have no lad holes.

The image of wind instruments such as trumpets and zurna is famous for its various monuments of Central Asian art. Horn trumbets or horn zurnas are less common. They are famous for their Annikov pottery.

Drum-like percussion instruments are common in Central Asian and Indian antiquity and early medieval art, and have a double-sided sandclock shape. But their structure was different. That is, they were one-sided, bowl-shaped, and pitcher-shaped.

It is not possible to restore the drum resonator described in the ossuary. This is because the image shows only their upper plane. They can be called a category of double drums. This type of drum is not found in any source or image other than the ossuary.

Perhaps this is a unique, double percussion instrument that was first introduced to Central Asian music culture in the early Middle Ages.

Horned trumpets and drums are designed for outdoor performances, such as sports, hunting, and birth announcements; it has also been used to warn of joy and conflict. Trumpets, zurnas and drums were also widely used as traditional ensembles.

A different look of the ensemble can be seen in the ossuary images. The composition consists of instruments such as harp, and tambourine, accompanied by the dance of the male god. Apparently, male goddesses are accompanied by male musicians, and male gods are accompanied by female musicians.

Wall murals of Tuproqqala from the 2nd and 4th centuries depict winged musicians (holding a harp, a viliin, a kimvala, a dulcimer, a tambourine, and a drum in their hands) and are believed to be in memory of the late rulers. intended for ceremonies; there is also a connection here to the image of the gods who die and rise again, in which case the instruments are represented as a symbol of a religious rite. According to T.S. Vizgo, this is a testament to the fact that musicians who are called to the fanciful world are highly valued as musicians, their epic heroes, and mythological gods.

The musician in the ossuary is the god of war, and the instruments in his hands are his symbols. In the image, the gods are accompanied by musicians at their feet. The dance state of the gods has two meanings: that is, the cosmic dances of the gods associated with the eternal exchange of nature, and the dances associated with the mourning ceremony.

According to a four-armed woman with a mural of the goddess in Panjikent, it is known that she was attending the funeral scene. And music in general was conditionally a constant accompaniment to all funerals. In addition, mourning is still one of the genres of Uzbek folk music. Mourning dances were also common in ancient times, and their elements were recently preserved in the Tajik traditions of Samarkand and the Upper Zarafshan Valley.

Thus, a wonderful ossuary found in the Kashkadarya oasis depicts two different ensembles. The instruments in the hands of musicians are, of course, the words of the artist's time. This monument of art dates back to the early Middle Ages and is also important in the study of musical ensembles. It also introduces new lines into the history of ancient Central Asian music culture.

It is clear from these cultural monuments that mythology and epic traditions were widespread during this period. In particular, Abulqasim Firdavsi's "Shohnoma", one of the masterpieces of world literature, tells the story of the first kings in history - Qayumars, Hushang, Tahmuras, Jamshid, Zahhok; Romantic epic about Zol and Rudoba, heroic stories of Suhrob and Siyavush, wonderful adventures of Rustami Doston; as well as the kingdom of Kaykhusrav, the epic of Bejan and Manija, the seven feats of Isfandiyar, the epic of Alexander, Bahrom Gor, Khusrav Parvez and his palace musician Borbad.

CONCLUSION

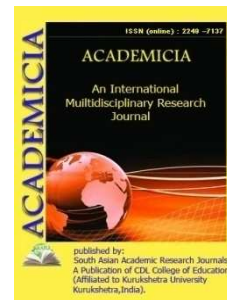
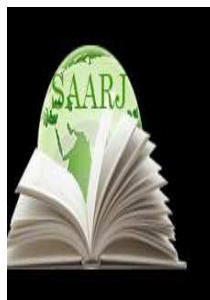
In conclusion, one of the most important features of the art of music is that music expresses a variety of human emotions and experiences. Excitement, joy, and fun will sharpen children's understanding and help them to master the lesson materials quickly and accurately. Creating a good mood in students depends in many ways on the fact that the content of the lesson is colorful, interesting, and at the same time takes into account the individual characteristics of young children. With careful preparation, colorful and well-organized lessons, pedagogical and artistic skills, students will always be in a good mood.

It is no exaggeration to say that it is the task of researchers to present the basic developments of music in the period of the primitive community system to the next generation.

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CLASSIFICATION OF UZBEK MUSIC FOLKLORE GENRE

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ABSTRACT

This article provides information on Uzbek musical folklore, ceremonial songs, local styles. The article notes that the convergence of the musical traditions of Fergana - Tashkent, Bukhara - Samarkand, Surkhandarya - Kashkadarya and Khorezm as the leading principles. The views of the scholars are well described. In particular, labor rituals, one of the oldest examples of folk music, are used in some forms of human physical activity, such as plowing, sowing, grinding grain in a ash mill, spinning on a wheel. It is known that the art of glorious maqom is the most valuable and honorable treasure of our national spiritual property. Its original specimens have been used for generations. Even when it was officially banned for large-scale propaganda, the maqom quo remained practical. In addition, the predominance of melody in "yor-yor" depends on its performers. For example, if the free verses of the song "yor-yor" are brought to the bridegroom by the bridegroom's wife or a relative of the bride, then the bride's good qualities, good manners, and perfection are praised.

KEYWORDS: Ceremony, Tradition, Folklore, Music Culture, Ensemble, Solo, Song, Lapar, Yalla, Singing, Performing, Wedding Songs, Values, Traditional Music, Maqom Art, Labor Songs.

INTRODUCTION

Labor songs, which play an important role in the art of singing of our people, are directly related to the labor process. Their themes determine the characteristics of the genre, the types of work and the process of its implementation. Such songs are sung in a unique tone, the types of work, the variety of processes, as well as the diversity of his songs.

Classification of Uzbek musical folklore genres. Songs such as "Yor-yor", "Kelinsalom" and "Ramazan" are almost identical to the ritual or situational sayings. At the same time, the genres of singing and applause are being performed between in certain regions, i.e. in the Fergana Valley, Tashkent, Bukhara, Samarkand, Khiva and Urgench, and the genre of applause is mainly being performed in Surkhandarya, Kashkadarya, Bukhara, Samarkand, Jizzakh.

And finally, from the small-scale samples mavrigi - mainly in some villages of Bukhara city and region, partly in Samarkand and Jizzakh, yovvoylo - in Sukh district of Fergana region, legendary songs in Bakhmal and Gallaaral districts of Jizzakh region, as well as drums and sibizga melodies were recorded on a larger scale in the Surkhandarya-Kdshkadarya oasis. At the same time, the convergence of the four main local styles in the music of the Republic - Fergana - Tashkent, Bukhara - Samarkand, Surkhandarya - Kdshkadarya and Khorezm - is one of the leading principles. Important factors include the intensification of inter-provincial migration, the convergence of lifestyles, as well as the acceleration of the exchange of cultural values through the media, especially radio, television and other broadcasting techniques. At the same time, the folk music of Jizzakh region, which reflects some of the features of the above-mentioned local musical styles, is also attracting attention. Peasant families migrated to this region from different regions of the country (Samarkand, Tashkent, Fergana, Khorezm, etc.) in order to develop new lands, brought with them local musical traditions, as a result of which they lived side by side. life and interaction processes began.²

It should also be noted that the modern life of "a particular situation and event - a ritual-conditioned saying - melodies", classified as a separate group of folk music, is not the same. Naturally, as a result of the loss of social significance of some types of ceremonies, traditions and labour, the original function of the rituals or melodies associated with them changed, and now belongs to the group of "non-ceremonial" folk music, and some specimens have reached the point of complete oblivion. In this situation, a number of measures and measures have been taken in the country (including the fact that great attention is paid to the structure and activities of folklore and ethnographic ensembles, many competitions, various levels of education of musical folklore samples. -involvement in educational processes), it is expedient to dwell on this in more detail.

Admittedly, the examples of musical folklore that have survived to our time, although more and more continue their natural life in the rural areas of the regions, but the urban environment, the spiritual needs of different social groups. The secret is taking on a different hue. In particular, family ceremonial songs, such as "Yor-yor", "Kelinsalom", "Alla", which are an integral part of today's urban folklore, as well as "lyrics" of melodies and words, have almost retained their original appearance. constitutes almost a few specimens, such as the saying of Ramadan, which has undergone certain changes. We see that many of the other ceremonies and non-ceremonial rites are now becoming "stage folklore". In this regard, there are several views on the delivery of folk songs and melodies to the audience through the stage, which can be divided into the following types:

1. Reproduction of folklore samples in accordance with their natural state;
2. Performance of musical folklore on the basis of processing in accordance with the "requirements of the scene";
3. Variety performance of folk songs and melodies.

The principle of the rapid penetration of musical folklore into the pop scene remains a process common to almost all major cities of the world. In our case, the process is also associated with the nationalization of the young pop industry. And, in many cases, it is through such artistic processes that the "first acquaintance" of the younger generation with the unique musical folklore takes place. Therefore, from the seasonal ceremonial songs of our people to the songs, national anthems, lapar, yalla, ashula ("Yomgir yog'aloq" ("It rains"), "Boychechak" ("Snowdrop"), "Marvarid" ("Pearl"), "Um-ufu", "Majnuntol" ("Willowtree") and others.) This trend, which attracts to the circle, can be assessed as a unique form of life and promotion of musical folklore in urban conditions. However, it should be noted that most of the young people who have developed musical taste and listening skills on this basis do not fully understand the value of folklore in its original state. Another important aspect of the city's musical culture is the performance of these musical folklore samples "on stage" by various creative groups, in particular, folklore and ethnographic ensembles. First of all, it should be noted that over the past decade, the activities of folklore and ethnographic creative communities have reached a new, higher level. After all, Navruz, which was celebrated for the first time in our independent Uzbekistan, as well as the performances of folklore and ethnographic ensembles on the "big stage" since the Independence Day, have become a tradition. Along with the folklore groups that have been held with special attention since the early years of our independence, the traditional Republican competitions of soloists, lapars, yallas and singers, as well as family ensembles are also important. Nowadays, there are a lot of music and dance groups of different generations in our country. In particular, it is noted that today the total number of folklore and ethnographic ensembles has exceeded 300. Importantly, such ensembles skillfully perform local labor songs, seasonal songs, wedding songs, as well as lapar, yalla, comedy songs and hymns on stage. For example: "Five applause", "Boysun", "Gulyor", "Omonyor", "Gulchexralar", "Doston", "Besperde", "Orzu", "Yor-yor", "Chavqi", "Moxi sitora" and others. It is noteworthy that ensembles study and assimilate the national and artistic heritage, forgotten traditions, and then "present" them to the audience.

In particular, labor rituals, one of the oldest examples of folk music, are used in some forms of human physical activity, such as plowing, sowing, grinding grain in a ash mill, spinning on a wheel. It is also worth noting that the songs of labor, which, in addition to helping to carry out a certain work in a harmonious and cohesive manner, also add to the human heart, give pleasure, hope and optimism are changing under the influence of modern environments and conditions, sometimes it loses its original social significance. For example, in the past, the song "Mayda-yo, mayda" was seldom used in practice. Although this saying was revived by folklore and ethnographic ensembles "Boysun" (Boysun district of Surkhondaryo region) and "Chavki" (Samarkand region, Bulungur district), but in its original modern-scenic form, secondary folklore color.

At the same time, "Yozi" performed by two people in the fields and pastures during the wheat harvest, "Yorguchak" sung during the process of making wheat flour, as well as "Khush-khush" sung in cow's milk, goat's milk. The epic sayings "Chiray-chiray", "Turay-turay" and "Bobo dehqon", which emphasize the characteristics of grain crops, are still the main subject of scientific research. .

Folk songs and musical melodies. Thanks to independence, the focus on our national and spiritual values, traditions, forgotten and historically valuable traditions, and the process of reforming them has become a priority.

Attention to our national values, traditions and spiritual wealth has risen to the level of the state. From the first years of independence, a lot has been done to preserve and restore the spiritual riches of our ancestors, including musical culture, as well as to keep pace with the times. In this regard, the great spiritual wealth inherited from our ancestors is the main factor.

It is known from history that our musical culture, traditional songs and maqom performances, which are the main link of our spirituality, have always been recognized as spiritual food in the daily life of our people. People sought refuge in music in difficult times, and songs and music accompanied them in happy days.

After all, in today's blessed day of independence, at a time when we are realizing our identity, it is natural to rely on our national musical culture, which is part of our great spirituality, inherited from our ancestors, to address our traditional songs. holdir. All this plays an important role in the upbringing of a harmoniously developed generation, in the formation of the spiritual worldview of young people.

Our traditional music and songs have always called people to faith, kindness and humanity. Even today, without losing its relevance, it remains a key factor in the formation of the consciousness of the working people, as a tool for the education of a harmoniously developed generation.

It is known that the art of glorious maqom is the most valuable and honorable treasure of our national spiritual property. Its original specimens have been used for generations. Even when it was officially banned for large-scale propaganda, the maqom quo remained practical. The high consciousness, taste, spiritual needs and requirements of our people have been nourished by the creativity of the composer, masterful singing and musical performance. That is why such masters of art have always been valued and respected among our people.

The song is made up of the root of the Turkish compound verb, which means to sing, to add verse to verse. The songs express the power of the people's spirituality, the indomitable will of the people, and call people to spiritual freshness, courage, diligence and generosity, patriotism and friendship, devotion to love. When love is sung in a song, such songs are called "lyrical songs".

Labor songs are called "labor songs" when the song is performed by those who work in the labor process and the content is related to the labor process. Labor songs come in a variety of genres, and there are several features that keep them within a single category. Uzbek labor songs are divided into the following groups. They are:

1. Farming songs.

2. Livestock songs.

3. Craft songs.

1. Farm labor songs include "Plowing Songs", "Harvest Songs", "Threshing Songs", and "Yorguchak".

2. Livestock-related labor songs include "Hosh-hosh", "Turey-turey", and "Churiya".

3. Craft-related labor songs include "Spindle songs", "Linen songs", "Weaver songs", and "Embroidery songs".

Ritual and unconditional folklore genres. The musical heritage of the Uzbek people, which has its roots in ancient times, is still heard today. It combines folk songs (ie, folklore) as well as songs and instruments developed in terms of melody structure - epics and maqom music. Heroic and heroic-lyrical epics also play an important role. Genres of Uzbek musical instruments, as well as musical genres associated with the practice and style of music, are also characterized by great diversity and richness.

Uzbek folk music, like any other folk art, is the expression of the aspirations of workers, their lives and morals, the struggle for social and national liberation. This is the reason for the diversity of Uzbek folk music, the richness of genres and the diversity of its place in life.

Genres of Uzbek songs and instrumental music are divided into two groups according to their function and place in life.

The first is songs and melodies that are performed only at certain times or conditions. These are: family songs, labor songs. They are musical instruments performed at ceremonies and ceremonies.

The second is songs and instruments that can be performed at any time and in any situation. These include lapar, yalla, hymns, songs, instrumental melodies, cholama and epic melodies.

Each group has its own characteristics. For example, the theme of the first group of song genres, the performance of which requires a certain time or circumstance, is related to a particular ceremony or other situation, and is distinguished by the fact that it is almost indistinguishable from it. Deviations from the main theme, which are sometimes encountered, are in the context of lyrical thinking and generalized exhortations.

Of these, the songs "yor-yor" have existed among the people for a long time, and examples of them are widely covered in the book "Songs of Uzbek folk ceremonies" by MuzayyanaAlavi.

"Yor-yor" has a wide range of topics, sometimes humorous, sometimes cheerful, sometimes light humor, sometimes bitter humor. This is due to many aspects, such as the moral character of the unmarried girl, the wedding, and the young man who is finally getting married, his position in society, and his human qualities. In addition, the predominance of melody in "yor-yor" depends on its performers. For example, if the free verses of the song "yor-yor" are brought to the bridegroom by the bridegroom's wife or a relative of the bride, then the bride's good qualities, good manners, and perfection are praised. When "Yor-yor" is performed by the bride's friends, the song may be dominated by the girl's grief, the loss of her parents, the family where she was born and raised, the forced marriage, the inability to reach the lover. So, there are a lot of reasons for what tone prevails in the world.

Uzbek "yor-yor" can be divided into several types depending on the style of performance and musical nature. For now, they can be divided into Fergana, Zarafshan and Khorezm "yor-yor".

With further research and observation, the number of these species may either increase or decrease, as the future will show. In general, the tone of all kinds of "yor-yor" is based on the harmony of narrow-range melodies with a certain metrorhythmic order. Each of them differs in the order of its melody, melody, rhythm, style of performance, dialect and emotional sensitivity.

Labor songs are sung only during labor: double plowing, harvesting, cotton picking, spinning, hunting, fruit picking, and so on. These songs are based on human experiences, labor, types of work, and natural phenomena.

Lullabies are the sorrows of mothers for their brown children. In ancient times, the lullabies were the voices of dreams and hopes of mothers full of human love, the wrath and resentment against unfaithful, cruel husbands, the troubled times, the cruel parents. They could hear the cries of a girl, a maid, a concubine, a mistress who had been forcibly separated from her lover. Today's lullabies, on the other hand, take on a completely different modern content.

Lullabies are said by mothers, grandmothers, sisters, wives and daughters during childbirth. The difference between lullaby and other songs is that they can be sung at any time in a home with babies.

Lapars, on the other hand, are distinguished from other songs by their realism, rivalry, and dialogue between two singers. Lapar's mantles are based on love, humor, domestic violence, and parents' relationships with their children, sometimes with light and sometimes with bitter laughter. As a song, Lapar has a small range and a two-part structure.

Many of the features of Lapar's musical poetic basis are the same for the song (although the song is negative).

The group consists of poems on various topics, performed by poets, poetesses, poets, musicians, singers at weddings, trips, festivals, and in public places in general. The national anthem is usually sung before the performance to draw the attention of the audience and to set the mood for the narrator and the listener. But most of them are didactic songs about the bitterness of the world, the ups and downs, the good and the bad, the call to courage, justice and righteousness. The melodies are characterized by a certain recitativeness of their melody, a narrow range and a compact form.

The song is a genre of finger-weight independent quartets with a relatively small range of melodies. At the same time, each poem has a complete melodic structure.

The song is one of the most popular genres, distinguished by the diversity and versatility of its content. The melodies are smooth and precise.

The song is characterized by repetitions after each verse, or after each verse, or after half of it. Many of the features of the song's musical poetic features are also unique to Lapar.

Yalla has a special place in the Uzbek music genre. It is usually performed in a variety of ways, including singing and dancing.

The melody of the first is relatively narrow, with each stanza and its play being sung by a soloist, and the refrain by each group of musicians or singers. The melody of the second is a wide range, starting with a busy refrain and ending with a refrain.

The song is characterized by the length of its melody, the breadth of its development, and the significant syncopation of its rhythm. Usually, the melody is based on the romantic-lyrical content of the poem, which expresses longing, pain and sorrow.

Advanced examples of singing belong to the professional music of the oral tradition. This includes another type of song genre — big song or patnis-patnusaki song.

Large songs are the main melodic structures that differ in the declamatory nature of their melody, the breadth of their range - about three octaves.

Labor songs are one of the oldest forms of folk art. These songs originated in direct connection with the labor of primitive man and developed in the process. The oldest labor songs are not perfectly organized in terms of weight, rhyme and other poetic forms, the words are also conscious, they are mostly poetic pieces of the nature of urges, shouts and cries that correspond to a certain rhythm of movement in the process of labor having a structure.

There are so many types it's hard to say. Work songs can be divided into three groups depending on the ideological theme and genre.

1. Farming songs.
2. Livestock songs.
3. Craft songs.

Ceremonial songs are one of the most important elements of folklore.

Every custom, ritual and tradition has its own historical basis and roots. Not all of them came into being by themselves.

The Uzbek people, like all nations, have a very rich and diverse tradition. Depending on the type of social principles, they can be divided into nature, geographical environment, types of work, and national cultural traditions.

Uzbek ceremonial songs are divided into two main categories. These series, in turn, include a variety of genres that differ in their roles in life and their poetic nature.

The first is the seasonal folklore genres.

The second is a series of ceremonies performed in connection with public life.

CONCLUSION

In general, it can be concluded that folk folk songs have not lost their educational value at all times. Especially in the upbringing of today's generation, it is important to understand its unique significance. Its use in music lessons instills in students a sense of respect for our history and past, and educates them in a spirit of devotion, which is why folk songs are important.

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PROBLEMS AND THREATS IN THE DEVELOPMENT OF JOINT EDUCATIONAL PROGRAMS IN HIGHER EDUCATION INSTITUTIONS OF UZBEKISTAN

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ABSTRACT

The article analyzes the problems of developing joint educational programs in educational institutions of Bukhara region, organized in cooperation with foreign universities. The analysis is based on the results of a survey of program participants, which examines the problems of participation in joint programs in higher education institutions of Uzbekistan and the risks that may arise on their basis. Suggestions and recommendations on the solution of the identified problems were given as a result of the research. Even if bilateral diploma programs are announced as part of the HEI strategy, inconsistencies in the actions of administrative structures will in practice lead to the responsibility of the initiative group for such programs.

KEYWORDS: *Higher Education, Joint Education Programs, Double Degree, Problems And Risks, Questionnaires.*

1. INTRODUCTION

In recent years, the Republic of Uzbekistan pays great attention to the development of cooperation between higher education institutions and foreign educational institutions, also to the implementation of measures to internationalize education. In particular, in recent years, a number of decrees and resolutions of the President and the government have been adopted in order to further develop the activities of higher education institutions and improve the quality of education. For instance, according to the concept of development of the higher education system of the Republic of Uzbekistan until 2030 there is planned actions related with “expansion of training activities on the basis of joint educational programs with foreign higher education institutions, increase the number of joint scientific conferences and seminars, implementation of

international scientific and educational projects; establishment of branches of local higher education institutions in foreign countries, implementation of joint educational programs”[1], in which starting from the 2018/2019 academic year, 16 higher education institutions of the country have launched training activities on the basis of joint educational programs in cooperation with foreign higher education institutions.

Based on the above, it is safe to say that in the coming years the creation of such programs in Uzbekistan will accelerate due to a number of changes (transition to credit-module system, formation of third generation universities, ranking of universities, etc.) in the higher education system of Uzbekistan [5]. In this regard, it is important to conduct an in-depth analysis of the problems of organization and implementation of joint educational programs in the higher education system of Uzbekistan and to develop recommendations for the organization of systematic work to identify and eliminate potential risks.

2. MATERIAL AND METHOD

In order to determine the factors that ensure the effectiveness of existing joint educational programs, questionnaires were conducted among program participants (managers, representatives of international departments, teachers) in higher education institutions of Bukhara region. Through questionnaires designed for experts, feedback on program participation issues, program outcomes, program implementation lessons, and shortcomings was explored.

152 experts took part in the survey. In addition, interviews were conducted directly with the management of higher education and joint education programs on some issues.

3. Results and discussions

Higher educational institutes (HEI) of Uzbekistan and their foreign partners face a number of challenges in creating and implementing joint educational programs (Table 1). Summarizing the responses of universities with dual degree programs shows that the challenges in creating and implementing these programs are:

- Lack of experience in establishing such cooperation;
- Insufficient knowledge of foreign languages by Uzbek teachers and students;
- Regulatory issues;
- Insufficient funding of the university;
- Communication problems.

TABLE 1 PROBLEMS IN THE PROCESS OF CREATING AND IMPLEMENTING THE PROGRAM

Insufficient knowledge of foreign languages by Uzbek students	60%
Insufficient knowledge of foreign language by Uzbek teachers	55%
Lack of necessary experience in establishing such cooperation	50%
Problems with regulatory support in the development and implementation of the program	45%
Lack of funding for higher education	43%
Communication difficulties: it is not easy to agree on the content of collaborative activities and to reach a common understanding	28%

Not supported by the Ministry of Higher and Secondary Special Education	17%
Difficulties of ensuring the quality of teaching in accordance with the requirements of the partner	14%
Lack of support from employers	12%
Lack of qualification of Uzbek teachers	7%
Insufficient qualification of foreign teachers	3%
Not supported by local authorities	2%

Insufficient knowledge of foreign languages by students and teachers of Uzbekistan

One of the biggest problems in the implementation of bilateral diploma programs in the world practice is that students and teachers involved in this process do not know a foreign language. The same trend is observed in Uzbekistan. Our survey showed that 55% of respondents said that one of the main problems in working in dual degree programs was that Uzbek teachers did not know a foreign language, and 60% of respondents said that Uzbek students did not know a foreign language well.

All studied universities in Uzbekistan face the problem of professional knowledge of a foreign language. One interview highlighted the need to “restructure infrastructure, make curriculum changes, and seriously retrain teachers in foreign languages” in order to implement a comprehensive English language program in technical universities.

Almost all universities in Uzbekistan need to reorganize foreign language learning, as participants' knowledge of a foreign language is not enough for professional communication between partners. That's the way to start. "

Lack of necessary experience in establishing such cooperation

Speaking about their experience in developing and implementing bilateral diploma programs, the respondents noted that each program is a unique author's work and cannot be put on a conveyor belt. There are several reasons for this. The intensity of the workload per head of the training program is very high.

The content of the program is a multi-level educational product and its management is a process of continuous intercultural interaction. Issues related to the operation of the program, the organization of mobility of students and teachers of their educational institution and partner universities require coordination with various administrative structures of the university, which often do not have experience in solving problems and are forced to make individual decisions. This is due to the involvement of the financial structures of the university, the personnel department, the international department and so on. Even if bilateral diploma programs are announced as part of the HEI strategy, inconsistencies in the actions of administrative structures will in practice lead to the responsibility of the initiative group for such programs. This poses a risk of losing the program when the organizing team or program leader is replaced. As one expert put it: “Bilateral diploma programs are usually very tightly tied to specific people. The departure of people will also lead to the termination of programs."

The study found that teachers and staff involved in joint education program work more intensively than their counterparts in HEIs, taking into account time, labor, and nerve expenditure. It is common for dual degree program staff to work in the evenings and on

weekends. This is because they will have to follow two standards at once, not one. In other words, it is necessary to carry out the usual routine work related to the educational process, as well as all the requirements of both Uzbek education and a foreign partner: it cannot be done as in a normal public institution. "

Meetings and interviews with program directors and administrators have shown that the desire of Uzbek universities to create dual degree programs is often not supported by an understanding of the complexity and long-term nature of the process, willingness to invest heavily, and training teachers and managers. Successful partnership is a long and difficult process: for some participants, the success of the initial phase will soon become a cold reality; others remain dissatisfied with the partnership because the parties place more emphasis on short-term income sharing issues rather than strengthening the partnership's foundations and sustainability.

The main thing that comes from the experience of creating dual degree programs is to understand that this is an institutional direction, not an individual responsibility. All program managers and coordinators face many institutional issues during the creation phase, including:

- Work with the creation of integrated curricula, the acceptance and recognition of credits received at the universities of the two countries. At the same time, the Uzbek side must ensure that the curriculum meets the requirements of foreign state standards;
- Development of cooperation agreements, rules and conditions of admission to the bilateral diploma program, including tuition fees;
- work with foundations and potential donors for the implementation of academic exchange programs, meetings with representatives of embassies and consulates of foreign countries, representatives of business and government organizations;
- Creation of material and technical base and program for retraining of Uzbek teachers;
- Creation of adequate working conditions for invited foreign teachers (study rooms, library, opportunity to participate in research work, etc.);
- Creating conditions for attracting extra-budgetary funds of universities.

The list of these tasks is not final, but the conclusion is clear: successful dual degree programs can be implemented only in universities with a chain of interaction between specialists of different departments, with the help of which "life infrastructure of programs" is created.

The financial capacity of universities is insufficient.

Respondents point out that the financial costs of building partnerships are enormous. In the preparatory phase, these are primarily the costs associated with the large number of necessary business trips, the organization of negotiations, and the resolution of the language problem. Significant financial investment is also required to create the necessary infrastructure for a joint project: "If you want to do it as required, it is a very costly and very expensive measure. There should be a good library, good technical teaching aids, extensive administrative and technical support structure. It is not possible to be limited to a single dean or administrative manager of the program. That is, any educational institution that does this must understand what it is doing. "

Respondents also point out the need for large expenditures for advertising and marketing research. Observations show that Uzbek universities are not always ready to pursue a well-

thought-out policy to promote bilateral diploma programs, so the answer to the question "Why do I need a foreign economic program when we have our own?" is not always convincing to Uzbek entrants.

In general, respondents believe that the transition to self-financing will take years. The mobility of students and teachers is a separate topic. According to the respondents, there are opportunities to use additional financial resources for this - the El-Yurt Umidi Foundation, many foreign funds and embassies of foreign countries that provide grants for academic mobility, as well as funds from manufacturing companies. But the large contingent of students applying for the grant creates a very high level of competition. Not all students can take advantage of these opportunities. It is advisable to adopt a full-scale state-level program for the implementation of mobility within the framework of joint programs.

As a result, even the most gifted Uzbek students are forced to exercise mobility on their own at the dual degree program, while teachers rely largely on their own initiative. This situation can lead to the withdrawal of both students and teachers from joint education programs in a highly competitive environment.

Representatives of higher education institutions point out that the low purchasing power of the population, the inability to analyze the regional labor market and the cost of dual degree programs jeopardize their existence: "Are the financial costs of implementing these programs commensurate with the reputation of its implementation? Here, the choice of university leadership plays a key role: to raise the profile, but to continue the very expensive programs."

Problems with regulatory support in the development and implementation of the program

45% of Uzbek universities noted that problems with the regulatory framework significantly hinder the development of joint programs. The legislation of Uzbekistan still does not contain special legislation related to the development of international curricula. The concepts of "joint education program", "bilateral diploma program", "franchising in education" itself are not defined at the legislative level. Therefore, shortcomings in the regulatory framework lead to complexity and problems, lack of transparency in activities. On the one hand, this is not an obstacle in the development of bilateral diploma programs. On the other hand, participants are required to comply with national legal regulations governing the issuance of diplomas and qualifications and, at the same time, comply with the requirements of both countries. It is needed relevant documents to coordinate it.

It should be noted that bilateral diploma programs are not created due to a well-thought-out policy of the whole of Uzbekistan, but often due to bottom-up initiatives, ie with the activity of universities. The lack of a regulatory framework for bilateral diploma programs seems to be liberalizing the efforts of Uzbek universities, but in reality it is difficult to ensure their development without addressing important issues such as recognition of their study periods, equality of diplomas / degrees, and so on. The program implemented by the universities of Uzbekistan must meet the current standards and be included in the list of educational programs reflected in the certificate (license) for the implementation of their educational activities. The current legislation does not provide for obtaining a license to implement a joint program, which is part of a foreign university program. In addition, the partner foreign university does not have a single procedure for recognizing periods and learning outcomes, which does not complicate or make this activity more transparent.

Respondents also spoke about the problems of legislation, the problems of student mobility, the invitation of foreign teachers to work in Uzbekistan, the procedure for obtaining visas for foreign countries.

Significant differences between education systems

Despite some progress in education reform in Uzbekistan, both Uzbek universities and foreign universities face serious challenges with differences in the education system.

Despite significant changes in Uzbekistan's higher education, modernization of its content and teaching methods, new approaches to ensuring the quality of the educational process are being implemented in Uzbek HEI in a very uneven manner.

According to the respondents, the most common differences are:

- In the education system of Uzbekistan, the main focus is on the theoretical foundations of the studied disciplines, while the foreign system is pragmatic, primarily focused on the practical application of the acquired special knowledge;
- The structure of levels is based on the 4 + 2 model (bachelor's and master's degrees) close to the structure of levels abroad. However, three-year undergraduate programs, which are very common abroad, are not recognized in Uzbekistan, which makes it almost impossible to nostrify a foreign university graduate's diploma and therefore makes it difficult to obtain a master's degree in Uzbekistan. At the same time, for example, general secondary education in Europe is 12-13 years, and in Uzbekistan it is 11 years;
- Guardianship (care) for overly Uzbek students, high audience workload, underdeveloped independent work;
- “student-oriented” approach in foreign countries (the tradition of a foreign university and the obligation to take into account the professional interests of each student of the program) and “teacher-oriented” approach in Uzbekistan (confidence that the list of topics in the program fully covers the content);
- Relations between students and teachers in foreign universities are more democratic than in Uzbekistan;
- various systems of knowledge assessment: written essays and exams, group projects, presentations such as test forms, etc., mainly against tests in Uzbekistan;
- Lack or insufficient development of competency-based knowledge and skills assessment criteria systems in Uzbek universities;
- Different systems of quality assurance in education.

Almost all respondents noted a significant difference between approaches to educational quality standards, the role of the teacher, the proportion of classroom and independent work, and the system for evaluating learning outcomes. The transformation processes taking place in the higher system of Uzbekistan will undoubtedly significantly expand the autonomy of universities in these areas. It is possible to bridge the gap, but it will definitely take time and a lot of effort.

Communication problems in bilateral diploma programs

Nearly 28 percent of respondents said they face serious communication problems in joint programs.

It is clear that successful cooperation requires serious efforts to bridge intercultural differences. These efforts require large expenditures. The cost of working with a foreign partner, according to respondents, is very high. The fact that people speak and think differently in different languages poses a certain challenge to communication: "It still happens that we understand the problem differently at first, and what is clear to me seems different to the partner. Second, we don't notice some subtleties of language. Sometimes when you say something, you suddenly realize that they are upset. As it turns out, there are phrases in English that we don't know about."

The Uzbek participants faced two types of intercultural problems. First, the characteristics of the two countries' business culture related to day-to-day work, day-to-day tasks and problem-solving are not always the same for participants. The partner's slow reaction to the other party's requests, the ability to present different arguments, the use of command tone in oral or written communication or, conversely, the avoidance of direct command, the ability to hear and listen to each other - these and more can cause partners a lot of trouble and headaches. It should be noted that the respondents were critical of both themselves and their foreign partners.

Second, partnership participants face different notions about the international project, its working mechanism, the distribution of participants' roles, and the development of norms of conduct for stakeholders. According to the Uzbek participants, these problems can be overcome and it takes time and desire to develop a specific concept and algorithm of action agreed upon for both parties: "If people are not ready to accept the mentality and approaches of partners, then maybe not. Because in this case, everything our partners transfer to us is taken in the form of 'let them do it for themselves.' If you approach it as something new that develops the quality of the learning process, the curriculum itself, it gives a positive result."

Respondents noted that it takes a long time to establish personal human relationships. People are different categories with their problems and ideas, so it is natural that fatigue and anger often arise: "Many situations arise and anger also arises. Perhaps this cultural difference is due to the difference in educational characteristics. We try to side with each other like a close-knit family. In fact, this alliance will not happen without mutual compromises and a gradual recognition of each other from a human point of view."

Support from employers.

12 percent of the universities surveyed cited "lack of support from employers" as a factor hindering the development of joint education programs. In the comments to the answers, first of all, the financial problems were mentioned.

However, one of the problems in the development of dual degree programs during the survey was the low level of interest expressed by employers towards students enrolled in these programs. Respondents noted that so far the "employer-educational institution" relationship has largely been limited to personal contacts between enterprises and universities and has not become a system:

- Employers, with the exception of a few sectors, have not formulated their own requirements for education, as expressed in the qualification requirements;
- Employers rarely participate in the assessment of the quality of educational services provided;
- Occupational certification is not systematized and social accreditation has not yet been introduced, but is provided on a case-by-case basis.

Respondents say that without close ties with business, there are no bases for internships and opportunities to implement research results: "The situation is different in European countries. For example, German partner universities have a strict requirement for masters to teach only in practice-oriented programs. To develop a dual degree program, it is necessary to have a "third party" or an enterprise that is interested in hiring professionals and is willing to hire them for internships. It's very difficult to find him. "

Problems of professional development of Uzbek teachers.

Only 7% of surveyed participants said that the qualifications of Uzbek teachers were low, which meant that the problem was not a priority. However, almost all respondents in one way or another discussed the readiness of Uzbek teachers to work in dual degree programs. We have to admit that the numbers are not enough. "

A separate issue is the cooperation of teachers from partner countries, both in terms of communication and organization. The problem of communication also arises at the level of professional activity. How can different requirements of education systems be aligned with the evaluation process criteria? How can you explain to an Uzbek teacher that his grade is not final, that there will be another grade from his colleagues in the department, and then there will be an external evaluation? It should be noted that the planning of the educational process is very different from what is accepted in the universities of Uzbekistan.

The structure of the workload of Uzbek teachers has historically developed in such a way that it focuses teachers mainly on classroom work and does not involve serious work on the organization of independent work of students. This is the most responsible and challenging part of the job - different students will need an individual approach, serious methodological developments are required, and independent written work review takes a lot of time. Finally, the next step is to determine the conditions and criteria for conducting research, scientific work and the quality of published materials.

The administrative and organizational aspects of attracting foreign teachers to educational institutions of Uzbekistan deserve special study. It is a long and complicated process, planning the arrival schedules of foreign teachers in Uzbekistan, providing them with quality housing, their adaptation to life and work in other conditions and in a different language environment. Where there is a lack of these issues, disputes between the host university and the foreign expert can be expected, and resolving them can take a lot of effort and time.

Discussion of research results

It is obvious that such problems in higher education institutions of Uzbekistan cannot be solved without serious and well-coordinated work of administrative staff of joint educational programs, which is part of the task of modernization and reorganization of the management structure of higher education institutions.

In general, organizing the work of teachers from different countries without serious methodological training is far from the truth, it takes time and a desire for change. Today, the standards of organization of teachers' work in the HEIs of Uzbekistan are changing - it is planned to move to the procedure of concluding contracts with teachers, which will determine the quality of research work and its quality indicators, to create conditions for mandatory participation in scientific conferences.

4. CONCLUSION

In summary, our study summarizes the following shortcomings in the development and implementation of joint educational programs (JEP):

- Lack of regulatory support for the creation and implementation of JEP;
- Lack of systematization of JEP in Uzbekistan in the priority areas of regional economy;
- There are no benefits for gifted students to study at JEP;
- The lack of a unified program of academic mobility with a clear definition of financial resources and the lack of support from national and foreign funds;
- Low awareness of the development of joint educational programs in Uzbekistan;
- Poor perception of Uzbek higher education abroad;
- Problems of infrastructure of higher education institutions of Uzbekistan;
- Problems of working on integrated curricula in the conditions of strict state educational standards;
- Organization of the educational process (classroom hours in Uzbekistan - learning outcomes and the role of independent work abroad);
- Various assessment systems (tests in Uzbekistan - written work and group projects abroad, presentations);
- Understand the essence of the credit system;
- Imperfect education quality system;
- The mismatch between the four-year bachelor's degree in the higher education system of Uzbekistan and the three-year bachelor's degree abroad;
- Careful treatment of JEP students by employers;
- Difficulties in organizing internships for JEP students;
- At the doctoral level, JEP is not organized as a bilateral document.

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ASSESSMENT OF THE INFLUENCE OF INTELLECTUAL CAPITAL ON ECONOMIC GROWTH

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ABSTRACT

The intellectual potential of the country can be considered as a set of intellectual potentials of economic entities, which, in turn, are formed as a set of realized intellectual potentials of workers, contributing to the acceleration of technical progress. The presence of a serious correlation between GDP and spending on education and health in countries of the world indicates that in the modern period, economic development largely depends on the degree of development of human capital. The presence of a serious correlation between GDP and spending on education and health in countries of the world indicates that in the modern period, economic development largely depends on the degree of development of human capital.

KEYWORDS: *Progress, Innovation, Subject, Economy, Capital, Expense.*

INTRODUCTION

In modern conditions, the effectiveness of the scientific and innovative sector of the state and its readiness to transition to a new management paradigm are determined by indicators of intellectual potential, which includes a set of human, material, technical, financial, organizational, informational and all other resources necessary for its development and the country Generally.

The intellectual potential of a country can be considered as a set of intellectual potentials of economic entities, which, in turn, are formed as a set of realized intellectual potentials of workers, contributing to the acceleration of technological progress. The presence of a serious correlation between GDP and spending on education and health in countries of the world indicates that in the modern period, economic development largely depends on the degree of development of human capital. For more than 20 years, developed countries have carried out numerous theoretical and empirical studies of the influence of education and scientific

developments on the rate of economic growth and the income level of the population of regions and countries.

The relevance of the study of this topic is due to the fact that despite the fact that in the Republic of Uzbekistan much attention is paid to increasing the intellectual potential of the country (annual spending on education is on average 10-12% of GDP, 60.1 % of all state budget expenditures); much remains to be done in this area in the transition to an innovative economy. First of all, assess the situation in the research and innovation sectors of the economy of Uzbekistan. At the end of the XX century. most of the intellectual potential of the republic was lost, funding for research and development work was reduced. As a result, many indicators characterizing the level of intellectual potential in the country have decreased. In terms of the intensity of research activities, measured by the share of science expenditures in the use of GDP, Uzbekistan lags behind not only economically developed countries, but also some developing countries of the world. As indicators affecting the intellectual potential of the territory, it examines the completeness of training coverage, the duration of training of the employed population, the number of doctoral students per 100 thousand employed in the economy, the number of people employed in research and development per 100 thousand employed in the economy, the share of internal costs. on research and development as a percentage of GDP.

A.V.Koritsky studies the methods of many scientists who have studied the most significant factors affecting economic growth: "... in the countries and regions of the European Union, the rates of economic growth depend significantly on the accumulated stocks of physical and human capital, on innovation and foreign trade activity. In particular, it is the level of education of higher achievements that most significantly affects the rates of economic growth and innovative activity. "According to the analysis, it can be said that the costs of scientific and technical work in the Republic of Uzbekistan tend to increase from 1999 to 2018, but in relation to GDP, they tend to decrease, since the country's GDP annually grows by an average of 5-5.5 %. In the republic, the proportion of organizations that have introduced innovations over the past year (Table 2.1) amounted to only 0.5% of the total number of registered enterprises and organizations (excluding farms as of January 1 of the reporting year).

TABLE 1-DYNAMICS OF ENTERPRISES AND ORGANIZATIONS THAT HAVE INTRODUCED INNOVATIONS IN 2008–2018 (SHARE IN THE TOTAL NUMBER OF ORGANIZATIONS,%)

Years	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Share of enterprises and Organizations have introduced innovation	0,107	0,054	0,053	0,065	0,055	0,24	0,277	0,302	0,398	0,404	0,404

Calculated on the basis of statistical bulletins "Main indicators of the development of scientific and technical potential and innovations of the Republic of Uzbekistan" from 2008 to 2018 and "Statistical Yearbook" of the State Committee of the Republic of Uzbekistan on Statistics, 2018 - p. 184 (data from 1999 . to 2007 are absent).

The number of enterprises and organizations producing innovative goods, works and services increased 7.5 times from 2010 to 2017 from 289 to 2,171 units. The number of enterprises that first mastered the production of innovative products, works and services increased by 1007 units. It should also be noted that in technologically advanced countries, the costs of entrepreneurial

sectors for scientific research (60–70%) significantly exceed government spending on R&D. In Uzbekistan, the structure with a predominance of the role of the public sector in financing R&D is still preserved. In addition, in most countries, basic research is carried out mainly in the public sector, while the business sector is engaged in applied research.

TABLE2-NUMBER OF IMPLEMENTED INNOVATIONS IN 2018

	Total	Including developed:				other organizations
		On our own	Together with other organizations	Of them Together with Research Institute	Together with HEU	
Technological innovation	1946	1786	72	42	20	88
<i>Including:</i>						
<i>Product innovation</i>	1372	1279	37	22	7	56
<i>Process innovation</i>	574	507	35	20	13	32
<i>Marketing innovation</i>	62	55	-	-	-	7
<i>Organizational innovation</i>	38	29	6	6	-	3

Compiled on the basis of statistical bulletins of the State Committee of the Republic of Uzbekistan on Statistics "Main indicators of the development of scientific and technical potential and innovations of the Republic of Uzbekistan", 2018

There is a direct relationship between the rate of GDP growth and the rate of increase in national human capital (NHC), which in a somewhat simplified form can be reduced to the following two trends: increase in LFK. Since the share of NCHK in the national wealth of this or that country is at least 75%. The remaining 25% are in tangible assets and natural resources. Accordingly, if you want to increase GDP, then you need to increase the largest part, and then - the rest - factories, technologies, resource extraction;

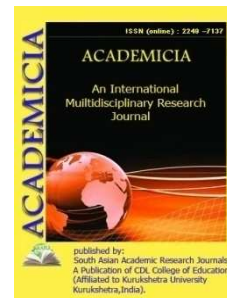
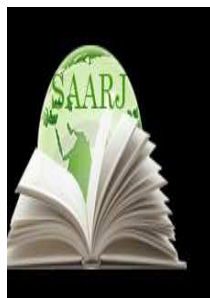
Secondly, as British and German scientists recently proved, an increase of one point in the average IQ level of the country's population means an increase in per capita GDP by \$ 229, and each additional point in the IQ estimate of 5% (with all the conventionality and controversy of these tests) increases per capita GDP is already at \$ 468. Thus, based on the conducted regression analysis of the influence of intellectual potential on GDP growth, the country can draw the following conclusions:

1. During the study period in the conditions of the Republic of Uzbekistan, the most significant indicator is the cost of scientific and technological progress. The results of the analysis revealed a direct proportional relationship between the cost of scientific and technical work and GDP growth. With an increase in the cost of scientific and technical work by 1%, GDP growth increases by 1.3%. Such estimates of elasticity for England showed a higher value of the coefficient (at the 5% level). Since the basic costs for scientific and technical work change insignificantly from year to year, the slightest change in costs, according to the obtained model results, leads to a high return in terms of GDP growth.

2. An increase in such indicators as the number of organizations with senior research workers, applicants, universities, organizations performing scientific and technical work, and the number of employees and specialists engaged in scientific research in the period under review was not significant for the country's GDP growth. Based on the above, it should be noted that the desired result can be expected if certain conditions are met: in order to increase the country's GDP of knowledge-intensive goods and services with high added value, it is necessary to strive to a greater extent not to increase the number of universities, but to improve the quality of knowledge of graduates. Qualifications of working specialists and employees engaged in research, teachers of the public education system, heads of organizations. In addition, the monitoring and motivation system for self-education should also be improved, strengthening them on a legislative basis.

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COHESIVE SPEECH IN GERMAN

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ABSTRACT

The cohesive parts of a sentence, of course, differ from other morphological devices in their syntactic functions. For example, if secondary parts such as simple adjectives, complements, etc., which are actively used in a sentence, or main parts, such as possessive, cut, perform an independent syntactic function, cohesive parts are more rigid than numerical ones. no matter the answer to the same question, it performs the same syntactic function. Any word that complicates is part of the sentence. It seems that the expansion of the syntactic space of the parts of speech and the morphological means that function as a cohesive part simultaneous form of the sentence by expanding leads to complication. They can be connected not only to the main parts, interpreting and complementing them, but also connecting to each other, defining the meaning of each other, complementing each other.

KEYWORDS: Law Of Education, Soda, Cohesive, Sentence.

INTRODUCTION

The future of our country, the future of our people, the prestige of our country in the world community, first of all, depends on how our children grow up and become human beings. The radical reforms launched in all spheres of social life have not bypassed the field of education, including the Law of the Republic of Uzbekistan "On Education" and the main tasks of the National Training Program. focused on training qualified, quality personnel. "The main goal of the program is to further strengthen the material and technical base of higher education institutions, to improve their modern curricula, to implement qualitatively new approaches in training personnel to meet the growing demands of the times."

The syntactic form of a simple sentence can be expanded and perfected under the influence of various morphological means.

One such tool is the cohesive parts of speech. The cohesive parts of speech are, of course, different from other morphological devices in terms of syntactic functions. No matter how many numerical parts there are, they answer the same question and perform the same syntactic function. However, the expansion of the syntactic level of the main or secondary parts of a sentence inevitably leads to the complication of the sentence structure. Any word that complicates is part of the sentence. It seems that the expansion of the syntactic space of the parts of speech and the morphological means that function as a cohesive part simultaneous form of the sentence by expanding leads to complication. Opinions are expressed differently. An idea can be expressed in simple or compound sentences, in the form of a sentence, a question, a command, an exhortation, a two-sentence or a one-sentence, a complete or incomplete sentence. It depends on the nature of the thought, the specific purpose or intention. The main features of a sentence are the presence of relative completeness and predicativeness, the formation of grammatical rules, the presence of a specific intonation. Although these features of speech are common to most languages, the way these characters appear in different languages, their importance and place vary.

Speech has a unique structure according to its grammatical structure. The construction of two-syllable sentences is based on the main parts (possessive and participle), in which the possessive sentence does not have any word in the form of a consonant. The word in the general agreement can be a cut, a secondary part, or a motivation. An opinion can only have a part that tells you who or what it belongs to. It is the part of speech that affirms, denies, or interrogates the owner of the cut.

In the Uzbek language, the form of the cut is different, and even a horse with a certain conjugation can come as a cut (book - to you). The cut function can also include phrases or some phraseological combinations and sentences.

In German, the cut is usually with the possessive - the person and the number adapt to each other. However, in Uzbek, the cut may not match the person and number. For example:

Die Gebäude sind gebaut - Houses have been built.

The secondary parts of speech serve to express the idea more fully and perfectly. They can be connected not only to the main parts, interpreting and complementing them, but also connecting to each other, defining the meaning of each other, complementing each other. The secondary part has a compound and is included in the main structure of the sentence in the compound parts, without which the idea is not fully expressed, the sentence is not formed.

In conclusion, it can be said that a sentence expresses a certain idea, purpose, it differs from words and phrases, the existence of two-syllable and one-syllable sentences, the division of sentences into types according to the purpose, the presence of semantic completeness, the communicative function of the sentence, the special constructions according to its grammatical structure, the signs and features of the sentence are available in German and Uzbek. But when the signs and features of a sentence are the same in some places, they are sometimes different - especially in sentence constructions, word order, and so on. For example:

Let this work be done! (in Uzbek for the second person)

Diese Arbeit soll gemacht werden! (in German for the third person)

Simple sentences are divided into two-sentence sentences and one-sentence sentences, depending on the structure of the sentence. The structure of two-part sentences (die zweigliedrigen Sätze) consists of both main parts. Secondary fragments have or have a cut together or form a cut:

Du siehst nicht schlecht aus. Du bist ein guter Arbeiter.

The cohesive parts of speech, of course, differ from other morphological devices in their syntactic functions. For example, if secondary participles, such as simple adjectives, fillers, etc., which are actively used in a sentence, or main parts, such as possessive, cut, have an independent syntactic function, cohesive parts are more rigid in number. no matter the answer to the same question, it performs the same syntactic function. However, the expansion of the syntactic level of the primary or secondary parts of a sentence inevitably leads to the complication of the sentence structure. Any complication the word also comes as part of the sentence. Even keywords and phrases, Introductory sentences and motivations are also tertiary parts of speech. The common denominator of the cohesive parts of speech is that each cohesive piece is said with a special emphasis. Also cohesive passages accompanying or subordinating other parts of speech may also come. In this case, of course, the main parts or secondary the cohesion of the pieces is important. So below we study the problem of the expansion of the simple sentence form on the basis of each part of speech.

No matter how many co-owners there are, it's all about them follow one another in the same way. For example, in the second of the given examples, wie connector one way der **Amu-Buchoro-Canal, der Kanal der Südlichen Golodnaja-Steppe und der Grobe Fergana-Kanal, Kanalsysteme** like four The **veränderten**-style cut of the sentence is a combination of owners of different names follows the type. But (**Ausdehente**) **Kanalsysteme** has joined the owner by expanding and perfecting the general syntactic level of the determinative sentence as well is coming. We rarely learn uncomplicated sentences in German. It is well known that in simple sentences there is a word order + keism + secondary parts of speech or secondary parts of speech + cut + possessive. But in fiction and in content, exceptional utterances are quoted. But even if the cut in these sentences is not actually involved, it can be made at any time can be restored.

From this it is possible to be sure that the cohesive parts of speech are not only means of extending the syntactic form, but also means of saving linguistic material. This is because the cut is not repeated separately for each owner who comes in a cohesive state, and conversely, the cut is not repeated over and over again for each cut that is in a cohesive state.

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THE PSYCHOLOGICAL EFFECTS OF COLORS

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ABSTRACT

It was noted that the importance of color in human life, one of the most important tasks is to get acquainted with its complex physiological and psychological effects. The study of the history of color science and the scientists who contributed to its development. The study of the theory of the nature of selected colors and their psyche.

KEYWORDS: *Psychology, Artist, Color Science, Color, Landscape, Psychology, Color Spectrum.*

INTRODUCTION

The science of color has long been of interest to mankind. (Man has always seen in his life that his environment is made up of colorful objects, landscapes, shapes, clothes, and so on. He receives spiritual nourishment from them. He uses something in a color that suits him. He is happy with the colors that suit his soul, his soul is refreshed and happy. That is why we pay attention to color, look at it carefully, choose it. That is why the science of color studies.

This science helps us to perceive with our eyes the types of colors, the harmony, contrast and color of the link. It also takes into account the basic colors and the additional ones, that is, the colors that are created with their help, and the ability to identify them in practice. It also helps people with color professions. In particular, the artists skillfully used these features of his. By polishing the works with different colors, they have managed to create images that affect people's moods in different ways. That is why it is so important to be able to use color in so many types and genres of fine art.

There are so many colors that nature has given us. Everyone wants to wear a dress in a color they like, with shoes, a bag, and even a hairstyle. For some, it is important to suit the taste of everything from the color of the room to the color of the furniture.¹

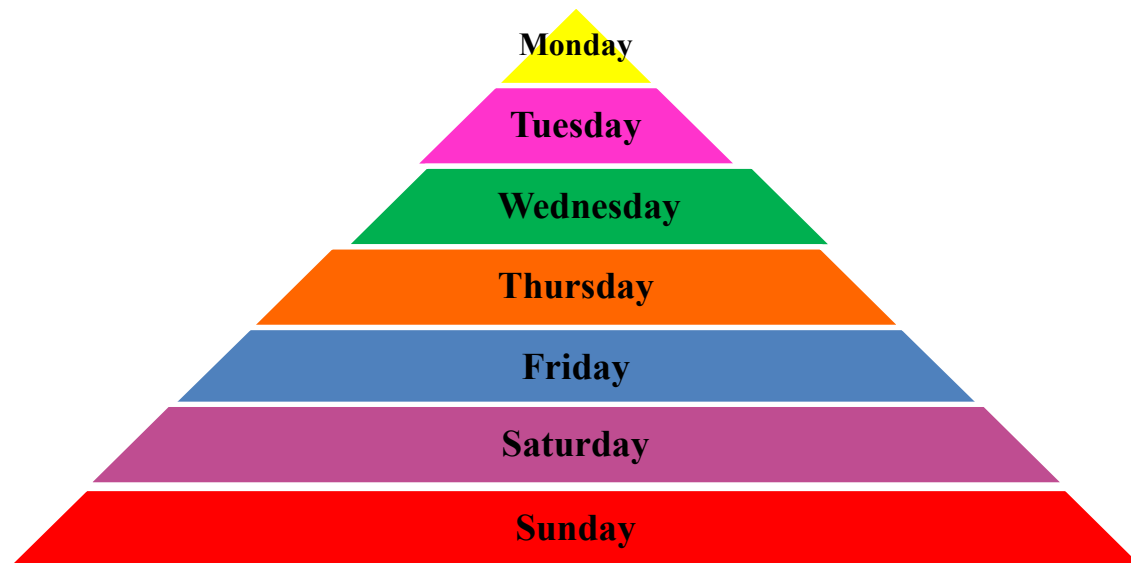
As you know, colors surround us all our lives. There is no such thing as a colorless thing. Color plays a big role in people's lives, even having physiological and psychological effects on people. With the help of colors, people can perceive things, events, get to know, learn.



For example, by looking at the color of people, we can get an idea of what country they are from, their health, lifestyle, and other characteristics. The color of people's clothes gives them an idea of their age, gender, education, character, and so on.

With the help of colors, people can make their lives and work easier, and even improve their health to some extent. Understanding the importance of colors in human life, a number of scientists have conducted special research. To this end, the world's only color institute has been established in Tokyo to study the use of colors in various fields and their effectiveness.

Color is a miracle of nature. Not only does it give information about the object, but it also has the power to evoke thoughts and fantasies that affect a person emotionally. For example, yellow is a symbol of the sun, blue is a symbol of water and latitude, and green is a symbol of grass and forests. Red is a symbol of fire and blood. It is said that red "lights up" and "shines". In some parts of India and China, each day of the week is associated with a certain color.



The physiological effects of colors on the human body have been studied by a number of scientists. Among them are the views of the famous German scientist and poet, colorist Goethe, Russian psychologist V. Bekhterov. In his famous work, *The Theory of Colors*, Goethe wrote, "Yellow delights the eye, widens the heart, refreshes the soul, and we immediately feel warm".

According to him, while blue evokes cold feelings, red evokes feelings of intimidation, while green evokes feelings of kindness and serenity. Goethe believes that green has the ability to calm the eyes and mind.

Jacques Veno, a French technical aesthetics expert on the effects of color on people, is noteworthy. He wrote that color is capable of anything, that it can create light, serenity and excitement, and that it can even shake people and lead to disaster.

Some psychotherapists and neurologists use color to treat patients in this area. At the same time, they achieve positive results by painting the patient's room with different shades of soothing green and blue, and using green light and various light-emitting lamps to influence the patients.



Colors have a great emotional impact on people. Let's take a simple example: streetlights. Passengers must look at the traffic lights at intersections. A red light means it's dangerous to walk, a yellow light means you're ready to cross, and a green light means you're ready to cross.

You see, these colors have a quick and big effect on the human psyche and teach you to always follow it.

There are weddings in life: birthdays, crib weddings, weddings and more. These are all events that show goodness, joy, happiness and excitement. If we look at the work of our artists who have worked on such themes, we can see that the overall color structure of the image uses bright, vibrant colors, light blue, light yellow, orange, orange, light red, pink and so on. we see similar colors.



Ural Tansiqbaev's «Jonajono'lka», «Qayroqqumsuvombori», «Meningqo'shig'im» we know his works like. «Meningqo'shig'im» the landscape is designed in such a way that at first glance it is fascinating, it makes you want to go to such places and relax. In front of the landscape we see a bright yellow mountain flower, in the background we see a mountain landscape and a village. The blue landscape makes the audience feel as if they are embracing.



In foreign countries, experts who know the impact of color on people's psyche try to paint restaurants, shopping malls, and their products with eye-catching colors in order to improve

sales. In some industries, workplaces have been painted with warm colors to increase productivity so that workers do not get tired.

Some people, especially women, who understand the benefits of color, wear warm clothes such as red, yellow, and orange to attract the attention of others. This type of dress is also common for some female teachers, who aim to draw more attention to themselves in the classroom.



It is also important to keep in mind that colors can be harmful to the human body and can lead to various diseases if not used properly.

Often, when choosing a color for painting the walls of our house, we do not consult with the color of the fabric for the curtains, because we consider ourselves knowledgeable in this area. There seems to be no general recommendation in this area. But there are recommendations that are the result of studying the effects of color on the human body.

The living and working conditions of the people should be the same. One of the most important constituents of this condition is color. That's why Professor Rabkin's lab has identified the most suitable colors for painting living and working areas. These are light yellow, light blue, cyan, blue and orange.

But these colors should also be used knowingly. For example, if the floor, walls, doors, and window frames are painted the same color, you can imagine what an ugly landscape would look like. Having the same color is also harmful. That's why scientists recommend having eye-catching details.

For example, in every factory, the artist recommends hanging a blue poster on the yellow wall. This turned out to be both aesthetically and physiologically beneficial.

The draft standards developed by scientists recommend painting walls, floors and ceilings in optimal colors, and small items in eye-catching colors..

There is another way to paint school classrooms. This is because children “feel” color differently than adults. Plus, kids of all ages love different colors.

Another example. The protagonist of the film "Conflict of love at work", the director of a large organization, treats his employees rudely, and his clothes are made of extremely rough, dark brown fabric. , does not fit. She doesn't look good, she looks old even though she is young, so the staff called her "old woman"..

Eventually this woman realizes her shortcomings and, in consultation with her secretary, changes her clothes, wears a bright, brightly colored dress, when she comes to work in the middle, her attitude towards her changes, people smile and go to work. The relationship will change for the better. This is due, firstly, to the attitude of the woman to the staff, and secondly, to the fact that the colors of the clothes are bright and appropriate for her age.

Colors are one of the expressive means of knowing existence. Fine art creates an artistic image. It uses the powerful power of colors. Color can be used to express the size, material, and inner experiences of people, the vastness of space, the splendor of mountains and rocks, the flora, and the rich history of mankind. Painting is such an art that the artist's paintings make us as excited as in real life. The artist uses paints and lines to depict facial expressions and movements, shadows and light. That's why a good work, if it is performed in bright, clear colors, evokes a feeling of joy. This means that the main means of painting in the art of painting is color, and the image is created using different colors and several shades of the same color (light, dark, etc.).

Modern painting is reflected in the work of specific goals: medical institutions, manufacturing companies, artists and architects. In general, the participation of color in all spheres of human life implies a scientifically based, purposeful, effective use. Because color primarily affects the human psyche. Helps to increase productivity, speed up the healing process, relax, manage mood and more. So color is one of the most important factors in managing human activity.

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MAGIC OF WORD

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ABSTRACT

This article is about a critic and his hard work, an objective assessment of the poetic, prose and dramatic works being created, an artist who gives his opinion - an assessment of their shortcomings and achievements. It was emphasized that criticism is not discrimination, but an opinion expressed for the development of creative creativity.

KEYWORDS: Critic, Critique, Review, Reflection, Review, Creative Activity.

INTRODUCTION

A writer, playwright or poet seeks and discovers something in a series of thoughts, feelings and experiences from human life and reality, connects them to something through artistic textures, creates a unique new world - the world of images, the world of characters. is a person who is enlightened, able to change our consciousness, to give invaluable pleasure, spiritual power, to show that "Literature is a reflection of life."

A critic? Is he busy analyzing the author's work and promoting it to readers? Is he able to create something new on his own? Can't he be able to make others feel that he doesn't understand, that he doesn't understand? Or is the writer condemned to a "career" of mediation to explain his intention, his idea, to the reader, the reader's demand to the writer? Or does it go beyond interpreting and interpreting the content of works of art? In the new Uzbekistan and in the new era, in the age of communication technologies, will it not have a significant impact on human thinking? "Like any other industry, a critic can consistently demonstrate his scientific activism, creative courage and sharp criticism. Every creator always lives in the embrace of research, aspiration, struggle and hard work, and this research has never been easier. Man is the creator. He gains something on the way to discovery, he is forced to lose something, he reveals something with great success, he is forced to give up something, he stumbles on something. In fact, the path of discovery has never been so smooth, flat, very smooth. But the important thing is that this is the path to courage, to overcome any difficulties, to rise from the heights to the

heights, to sing the song of victory. After all, it is a great responsibility to fight for the creative activity of artists who work with vitality and honesty, who deeply study the spiritual world of man, his personal and social activities with the existing contradictions and complexities.

First of all, it is clear that talent cannot suddenly show its creative, exploratory power. No talent has developed smoothly and reached heights easily. Because in the early period of their talents, they sometimes wrote strong and well-rounded, and sometimes a little weak articles, reviews. It was only after reaching the stage of maturity that he made literary and critical discoveries. In this regard, Utkir Hoshimov's words "... There is some divinity in the process of creation... A true creator takes a pen in his hand when God puts it in his heart. A true work of art is not written, it is born!"

Creating criticism means inspecting. Undoubtedly, a person is a critic who is able to discover both true and unique scientific-critical considerations, unique ideas, observations, and, based on the development of the art of speech, to guide the artist to the highest levels of perfection.

The average reader pays attention to the content of the work, the plot, evaluates the images from his own point of view. Evaluates whether an image is liked or disliked, evaluates a positive or negative image, discusses "on its own". The critic pays attention to the artist's correct use of words, consistency of thought, artistic coloring, whether the interactions between the images are compatible or not, whether the contradictions are correctly explained, whether they are narrative or not. Analyzes and criticizes the artist in order to bring him to the stage of creation. Whether an artist has matured, of course, a sharp critic who deeply analyzes and studies his work must also develop, in a sense, to stand in front of the creator. Only when the critic proves the positive or negative opinion, clarifies its essence and the creator accepts it correctly, then our literature will prosper, grow and develop. Works that are among the works of world literature are written. The names of Uzbek writers are on a par with the names of world literature.

Critic Norboy Khudoiberganov has made a great contribution to the development of Uzbek literary criticism. As he analyzes the artist's work, he takes each verse, the lyrical protagonist, seriously, analyzing the images and the relationship between them (whether positive or negative). While showing the shortcomings of the work, it also does not ignore its achievements. In the process of analysis, the author uses sentences that do not hurt the heart of the author, does not retreat from the work, analyzes his work with an objective assessment.

"A creative victory is impossible if the writer does not approach his research and words with high demands, if he does not skillfully express the real ideas that ensure our active response to all that is happening around us," says critic Norboy Khudoiberganov in his book "Lights of Truth".

The poet, who brought Uzbek poetry to a new height, the work of the Hero of Uzbekistan Abdulla Aripov has not escaped any critics. In particular, while analyzing the work of the poet Norboy Khudoiberganov, Abdulla Aripov almost always shook his pen with high demands, stepped on the path of creative development, followed the strict law of writing, and most importantly, the poet was anxious to create images aimed at ensuring the spiritual maturity of readers. and he was able to prove it through his poems such as "Letter to the Generations," "My Thoughts," "Stones of Blame," or "Education."

Munaqqid Norboy Khudoiberganov In the process of observing the work of Abdulla Aripov, if the artist has a real talent, then there is a kind of magic and a force that does not turn away from

anyone, nothing, invincible, which does not give him peace, it constantly condemns him for a moment of relentless searching, striving, and struggling.

Analyzing the work of Abdulla Aripov, the critic admits that the poet entered Uzbek poetry as a star, creatively studied and mastered the traditions of world and Uzbek literature, and created his own unique poems. "It is interesting that we acknowledge that Abdulla Aripov invented such examples of poetry. At the same time, some of our critics, even some experienced artists, say that the lyrical heroes in many of the poet's poems are helpless, helpless, unable to find their way, suffering. In the poem "The Golden Fish" it is said that our reality was interpreted through the image of the pool and that ideological confusion was allowed. In fact, there was no basis for this accusation. " he emphasizes that he did not retreat, that he did not allow ideological confusion, and that he showed himself in his later works.

Along with an in-depth analysis and critique of poetry, Norboy Khudoiberganov made a significant contribution to the history of Uzbek criticism by observing prose and dramatic works. The critic's high potential, his indifference to the literature of the time, his mature works in the field of literature, and his pen worked effectively for the development of sharp-witted artists. Confidence ", "The Flight Continues "and other similar works.

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STUDENT COMPETENCIES IN THE EDUCATION SYSTEM FORMATION

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ABSTRACT

Let's look at the basics of selecting and constructing teaching methods in a competency-based approach. To do this, we define the concepts of competence and competence. We can determine its structure and function. Then we develop the technology for designing basic and subject competencies. From this arise the principles of selection of teaching methods.

KEYWORDS: *System Analysis, Competence, Basic Competences, General Cultural Competences, Civic Competence*

INTRODUCTION

In order to make an optimal decision in the educational process, it is necessary to use the method of systematic analysis of the existing types of analysis. Analysis is a high stage of intellectual activity, characterized by determining the level of relevance of the current situation, event, process, number and evidence, and determining the prospects of its cultural significance. Therefore, analysis has evolved as a form of activity, and today its sectoral types and models have been created. The basics of systematic analysis and decision-making are required to be applied by every professor not only in the management of the pedagogical process, but also in its planning, improvement. In his book "Liberalization of our society, deepening of reforms, raising our morale and raising the living standards of our people is the criterion and goal of all our work", the first President Islam Karimov said: studied and demonstrated that we choose the optimal methods.

In this way, using structural analysis as a tool to make optimal decisions at different levels becomes practical. raising and raising the living standards of our people is the criterion and goal of all our work. Education based on a competency-based approach requires students to acquire knowledge, skills and competencies in a complex way, rather than to form them separately.

Accordingly, teaching methods will also change. Let's look at the basics of selecting and constructing teaching methods in a competency-based approach. To do this, we define the concepts of competence and competency. We can determine its structure and function. Then we develop the technology for designing basic and subject competencies. From this arises the principles of selection of teaching methods. Competence is a social requirement that precedes the educational preparation of a student to work effectively in a particular field.

Competence is multifaceted and there are several interpretations of it.

Competence is the ability of the learner to have appropriate competencies.

Competence is the minimum amount of experience a student has in terms of personal qualities and activities in a given field.

Competences should be distinguished from educational competencies. Educational competence models a student's future full-blooded life activities. For example, a citizen may not exercise certain competencies until he or she reaches a certain age. However, this does not mean that they are not formed in the learner. In this case, we are talking about educational competence. For example, even if a student acquires civic competence in school, he or she will use it to the fullest after graduating from school. Accordingly, such competencies are manifested as educational competencies during the study period.

Basic competencies are specified each time for a specific stage of education and a defined subject. For example, if the competence related to learning is added to the development (reflection) as a person in the general subject competence, in the science of history, which is the subject competence, lies the ability to distinguish the struggle of interests of different parties in any historical event.

To define the content of each competency, a structure related to its overall function and role in education is needed.

To ensure that competencies are comparable to traditional learning parameters, we open the concept of "learning competencies" through a list of structural components of competence:

- Name of competence;
- Type of competence and its place in the general sequence (base, general subject, subject);
- The range of objects in which the competence is introduced, the actual activity;
- Socio-practical relevance and importance of competence (why is it necessary for society?);
- The importance of competence in relation to the individual (why should a student be competent?);

In order to incorporate the formation of competencies into the teaching process, they need to be given in the form of activities. Taking into account the above, the following drafts of basic competencies have been developed:

1. Communicative competence to master the native language and any foreign language and to use it effectively in communication in order to interact in society; to be able to express one's opinion clearly and concisely orally and in writing, to ask and answer questions logically based on the topic; social flexibility, adherence to a culture of interaction, ability to work in a team; to

be able to defend one's position in communication, respecting the opinion of the interlocutor, to convince him;

2. Access to information sources (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.) that have the competence to work with information; adherence to media culture in the search, sorting, processing, transmission, storage, security and use of necessary information from the media; be able to create a database, select the main ones and analyze them;

3. Competence for self-development as a person Continuous self-development as a person, striving for physical, spiritual, mental and intellectual maturity; continuous increase of lifelong learning, knowledge, experience independently;

4. Socially active civic competence A sense of involvement and active participation in events, happenings and processes in society; be aware of their civic duties and rights, and comply with them (ie be able to act as a buyer, voter, customer, producer); to have a culture of treatment, economic and legal relations in labor and civil relations;

5. General cultural competencies Loyalty to the Motherland, kindness to people and belief in universal and national values; to be able to understand and be impressed by works of art and works of art; dress modestly, adhere to cultural norms and healthy lifestyles, know the values of universal significance (customs, rituals, national and cultural traditions, etc.), treat them with respect;

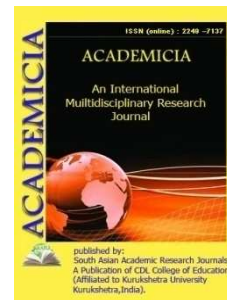
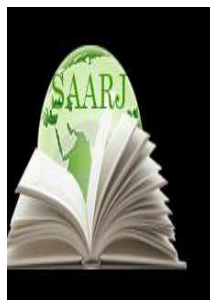
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SINGLE-ROOTED PARONYMS IN UZBEK

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ABSTRACT

Not all constructive affixes are involved in the paronyms of the Uzbek language. Affixes that form a particular group have the status of paronymic pairing. Because paronyms are formed from the relationship of two lexical units, they contain affixes that are close in pronunciation, partially similar, and phonologically common.

KEYWORDS: *Paronymics, Word Formation System, Multi-Root Paronyms, Single-Root Paronyms, Affixes.*

INTRODUCTION

Uzbek is a language rich in paronyms. It is known that Arabic, Persian, Tajik, Afghan, Mongolian, Chinese, Russian and other European languages had a strong influence on the enrichment of paronymic lexicon of Uzbek language. The internal development of the lexicon of the Uzbek language, the system of word formation, the influence and development of dialects and dialects of the Uzbek language have played a great positive role in the qualitative and quantitative increase of paronyms.

These cases in the lexical system of the Uzbek language require the division into two types of paronymic lexicon, depending on the genesis of about 2000 paronyms, their affiliation, place and position in the lexical system:

1. 1. Multi-root paronyms: nufus– nufuz, abzal– preferred.

Single-root paronyms: bitik– bitim. The mentioned paronym is based on the verb ending. The suffixes -ik, -im were added to the base of the verb to form new meaningful words and to create a paronymic relationship between them. Erli – erlik

Single-root paronyms have their own complex linguistic features in terms of morphological structure, type and quality of constituent bases and affixes, interrelationships. Not all paronyms

that originate from the same base and are distinguished by a constructive affix are the product of the same period. There are paronyms formed from the relationship between the artificial word formed in the long past of the Uzbek language and the artificial words formed in the later development of the language. Due to the historical approach, they can be divided into constituent bases and affixes: bos + -qin– bos + -qon. The word invasion has the semblance of violent action and attack of individuals. The word Baskan has the semantics of a work tool. In the present tense, the word basqan cannot be divided into a base and a constructive affix. Invasion - In the paronymic pair of invasion, the word invasion is control, and the word invasion is controlled. The activity of the word invasion in literary language is a linguistic, spiritual, spiritual factor that provides its managerial function. This condition is characteristic of most paronyms.

Not all constructive affixes are involved in the paronyms of the Uzbek language. Affixes that form a particular group have the status of paronymic pairing. Because paronyms are formed from the relationship of two lexical units, they contain affixes that are close in pronunciation (zvuchanie), partially similar, phonologically common. The most important and active affixes of paronymic pairs, which form a paronymic series by joining a base, are as follows:

1) -kan and -qin; 2) -li and -lik; 3) -lik and -liq; 4) -li and -liq; 5) -aq and -iq; 6) -ik and -im; 7) -uk and -uq; 8) -iq and -aq; 9) -im and -iq; 10) -ik and -im; 11) -iq and -aq; 12) -ğa and -ğı; 13) -m and -k; 14) -m / -im and -n / -in; 15) -i and -iy; 16) -gak and -mak; 17) -q / -oq / -uq and -g' / -og' / -ug; 18) -ğı and -ğu; 19) -a va -o; 20) -ğı and -ğı; 21) -aq and -iq; 22) -cha and -chi; 23) -chilik and -chillik; 24) -ch and -j; 25) -iy and -iya; 26) -qi and -qu; 27) -white and -black; 28) -v / -ov / -uv and -nma; 29) -ush and -ish; 30) -cha and -chi; 31) -um and -uq; 32) be- and ba-; 33) and -ngi; 34) -q / -aq and -v / -ov; 35) -noma and -namo; 36) -r / -ir / -ur and -n / -in / -un; 37) -aq and -uq; 38) -im and -iq; 39) -liq and -loq; 40) -im and -it; 41) in and from; 42) -aq and -ov; 43) -chik and -gich; 44) -iq and -uq; 45) -n / -in / -un and -k / -ik / -uk; 46) -m / -im / -am / -um and -ma; 47) -ki and -gi; 48) -kich and -gich; 49) -ki and -kin; 50) -ga and -gu; 51) -m / -am and -m / -im; 52) -uk and -ik; 53) -agon and -ongich.

The involvement of the above-mentioned constructive affixes in paronymic pairing varies. Some are active and some are inactive. Some constructive affixes are attached to the structure of words and hardened. In the study of single-based paronyms, there are laws of diachronic and synchronous construction.

It should be noted that the quantitative multiplicity and diversity of affixes that make words into paronymic relations has complicated the linguistic and nolingistic relations between paronyms. Because the base is a word, there is a commonality in content between paronymic pairs. This commonality unites the members of a paronymic pair, resulting in a semantically similar semantic relationship. Due to intimacy, errors in the use of paronyms in speech occur:

A squirrel is a squirrel (a dog accustomed to squirrels), a squirrel (a fast and good swimmer, a master of swimming) is a swimmer (a swimming cow).

In general, the evidence that complicates the linguistic nature of monosyllabic paronyms is the constructive affixes that put words into a paronymic relationship. Most of the constructive affixes have multiple meanings. In paronyms, not all of their meanings are realized, but a certain real meaning. In the analysis of paronyms and in determining the paronymic relationship, the linguistic nature of the affixes, the scope of meaning is taken into account. The following is a discussion of certain types of paronymic pairs formed using the affixes mentioned above.

1. Lung - lung (a vortex formed by a natural force; vortex).
2. with children (home market with children, homeless grave without children - childhood, fatherhood - fatherhood)
3. To be a father is to be a father, to be a father is to be a father, to be a father is to be a father, to be a father is to be a father.
4. The head is the head, the living is the living.
5. Shout - shout, shout - shout.
6. Beloved - Beloved.
7. Ring - ring
8. Towel - towel.
9. Lightning is lightning, output is output, output is clear.
10. Knowledge is knowledge.
11. Sloping - sloping.
12. Forward - forward.
13. Size is measurement.
14. Flow - flow
15. Arabic - Arabic
16. Hook - loop (zatsepka).
17. Suitable - fit
18. An instrument is an instrument
19. Slope - slope
20. The hawk is the hawk
21. Bed is a bed
22. Old - old
23. Deficiency is deficiency, nationalism is nationalism
24. Ilinch - ilinj
25. Current - current, veteran - veteran (literary. Praise of the creator about himself).
26. Run – run
27. A fugitive is a fugitive
28. Election - election
29. War - strike
30. So-and-so is so-and-so

31. Swallowing is winning
32. Indirect - indirect
33. Village - wintering
34. Complaint - a complaint
35. Pumpkin - bladder
36. Water - water
37. Output - output
38. Burning - cheek
39. Soon — up close
40. Flu - flu
41. Support - a support (something used to prevent falling or falling), a support - a support
42. Summer - summer
43. Tugun– tuguk
44. Coating - coating, folding - folding
45. When - when
46. Predator (one who breaks the fabric into small pieces during ceremonies) - a predator
48. Winning is winning
49. Avalanche - avalanche
50. Yangitdan / yangittan - yangitta
51. Other - special
52. Ask (ask-question) - suck (something to be absorbed), lift - lift (weight that a person can carry).
53. Suzuk - suzik (filtered food).
54. Konak - konak (ingredients given to a guest at a wedding).

The conclusion is that paronyms, like homonyms, synonyms, antonyms, are an independent, separate lexical-semantic phenomenon. Monosyllabic paronyms, like paronyms of different bases, are an integral part of the paronymic lexicon of the Uzbek language. Monosyllabic paronyms are linguistic units that reflect the internal development of the Uzbek lexicon. Multi-root and single-root paronyms differ from each other by certain phonological and morphemic units. The distinguishing units between paronyms separate them from each other, allowing them to be used independently. It also serves as a factor in the occurrence of some errors in written and oral speech. A person who perfectly masters the paronymic lexicon of a language will not allow paronymic errors to occur. Speech culture requires the linguist to have a thorough knowledge of the phonological, morphemic, construction, structure, content, expression, and content plan of the paronymic lexicon. single-root paronyms serve as linguistic evidence in

understanding the lexical-semantic development of a language, its current level of development. The constructive suffixes that allow paronymic relations to occur and the paronymic lexicon created by them, including single-root paronyms, are worthy of linguistic and nolingistic research as linguistic units that reflect the linguistic landscape of the world (nature, society, man, spirituality).

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SOLVING THE BOUNDARY PROBLEM BY THE METHOD OF GREEN'S FUNCTION FOR THE SIMPLE DIFFERENTIAL EQUATION OF THE SECOND ORDER LINEAR

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ABSTRACT

Green functions are used mainly to solve certain types of linear inhomogeneous partial differential equations, although homogeneous partial differential equations can also be solved using this approach. In this article is discussed about how to solve or how to find solution of differential equations using Green's function. Furthermore, after theory, some examples are given to explain.

KEYWORDS: *Green's Function, Differential Equation, Boundary Problem, Algebraic System.*

INTRODUCTION

In mathematics, a Green's function is the impulse response of an inhomogeneous linear differential operator defined on a domain with specified initial conditions or boundary conditions. Green's functions are named after the British mathematician George Green, who first developed the concept in the 1820s. in the modern study of linear partial differential equations, Green's functions are studied largely from the point of view of fundamental solutions instead.

The Green's function as used in physics is usually defined with the opposite sign, instead. That is,

$$L G(x,s) = \delta(x-s).$$

This definition does not significantly change any of the properties of the Green's function due to the evenness of the Dirac delta function.

Sometimes the Green's function can be split into a sum of two functions. One with the variable positive $(+)$ and the other with the variable negative $(-)$. These are the advanced and retarded Green's function, and when the equation under study depends on time, one of the parts is causal and the other anti-causal. In these problems usually the causal part is the important one. These are frequently the solutions to the inhomogeneous electromagnetic wave equation.

A Green's function is a solution to an inhomogeneous differential equation with a "driving term" that is a delta function. It provides a convenient method for solving more complicated inhomogeneous differential equation. In physics, Green's function methods are used to describe a wide range of physical phenomena, such as the response of mechanical systems to impact or the emission of sound waves from acoustic sources.

Let it be required the creation of a Green's function that satisfies the following

$$a(x)y'' + b(x)y' + c(x)y = f(x), \quad x \in [a, b] \quad (1)$$

differential equation and

$$\begin{cases} \alpha y(a) + \beta y'(a) = 0 \\ \gamma y(b) + \delta y'(b) = 0 \end{cases} \quad (2)$$

Boundary problem.

In this case, the Green's function of the boundary problem of (1), (2) is called a $G(x, s)$, $\forall x \in [a, b]$, $S \in (0, b)$ continuous function that if these conditions are satisfied,

1°. When $x \neq s$, $G(x, s)$ function is satisfied the

$$a(x)y'' + b(x)y' + c(x)y = 0 \quad (3)$$

equation.

2°. When $x = a$ and $x = b$, $G(x, s)$ function is satisfied the boundary problem of (2).

3°. When $x = s$, $G(x, s)$ function continuous on x , its derivative $G'_x(x, s)$ has a finite interruption at $x = s$ point, that is, its jump is equal to $\frac{1}{q(s)}$.

Namely,

$$G(s+0, s) = G(s-0, s)$$

$$G'_x(s+0, s) - G'_x(s-0, s) = \frac{1}{q(s)} \quad (4)$$

to determine the Green's function corresponding for the boundary problem, firstly, it is necessary to find a two linear free solution of the homogeneous equation (3). They should be satisfied the boundary conditions (2) accordingly. In case, the Green's function will exist and it will be searched in the form

$$G(x, s) = \begin{cases} \varphi(s)y_1(x), & a \leq x \leq s \\ \psi(s)y_2(x), & s \leq x \leq b \end{cases}.$$

$\varphi(s)$, $\psi(s)$ are functions of (3), we derive them from the (4) equality.

From this algebraic system

$$\varphi(s)y_1(x) - \psi(s)y_2(x) = 0$$

$$\varphi(s)y_1'(x) + \psi(s)y_2'(x) = \frac{1}{q(s)}$$

When the Green's function is present, the formula $y(x) = \int_a^b G(x, s)f(s)ds$ will be solution of the boundary problem of (1), (2) and here

$$y(x) = y_1(x) \int_x^b \frac{y_2(s)f(s)}{w(s)}ds + y_2(x) \int_a^x \frac{y_1(s)f(s)}{w(s)}dx.$$

Look at the the following problem.

Problem. Create the Green's function. $y'' - y = f(x)$ let all $x \in (-\infty; +\infty)$ be limited at $y(x)$.

Solution. $L(y) = y'' - y = 0$ the special solutions of the equation $y_1(x) = e^x$ and $y_2(x) = e^{-x}$ free linear, general solution

$$y = c_1 e^x + c_2 e^{-x}.$$

$x \rightarrow -\infty$ first special solution $y_1(x) = e^x$ will be limited. $y_2(x) = e^{-x}$ is limited at $x \rightarrow +\infty$. We look for the Green's function in the following view:

$$G(x, s) = \begin{cases} \varphi(s)e^s & -\infty < x \leq s \\ \psi(s)e^{-s} & s \leq x < +\infty. \end{cases}$$

Here, we choose $\varphi(s)$ and $\psi(s)$ functions so that satisfy the following equality:

$$G(s+0, s) = G(s-0, s)$$

$$G'_x(s+0, s) - G'_x(s-0, s) = \frac{1}{q(s)}.$$

Here $q(s) = 1$, coefficient of y'' .

$$\begin{cases} \psi(s)e^{-s} = \varphi(s)e^s \\ -\psi(s)e^{-s} = \varphi(s)e^s + 1 \end{cases}$$

from that

$$\varphi(s) = \frac{1}{2}e^{-s}, \quad \psi(s) = -\frac{1}{2}e^s$$

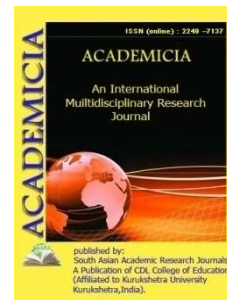
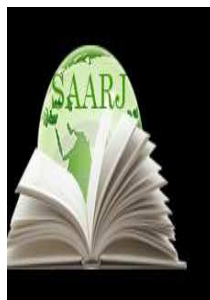
Answer:
$$G(x, s) = \begin{cases} -\frac{1}{2}e^{x-s} & -\infty < x \leq s \\ -\frac{1}{2}e^{s-x} & s \leq x < +\infty. \end{cases}$$

CONCLUSION

The Green's function integral equation method is a method for solving linear differential equations by the expressing the solution in terms of an integral equation, where the integral involves an overlap integral between the solution itself and Green's function. Green's functions are widely used in electrodynamics and quantum field theory, where the relevant differential operators are often difficult or impossible to solve exactly but can be solved perturbatively using Green's function is often called the propagator or two-point correlation function since it is related to the probability of measuring a field at one point given that it is sourced at a different point.

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CHRONIC OBSTRUCTIVE PULMONARY DISEASE AND THE METABOLIC SYNDROME: THE STATE OF THE PROBLEM

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ABSTRACT

The article provides an overview of published data on the state of the problem of combined chronic obstructive pulmonary disease and metabolic syndrome and the results of epidemiological studies on the combination of these nosological forms. The possible pathophysiological mechanisms of mutual worsening of these diseases are discussed. This review emphasizes the role of systemic inflammation, smoking, including passive smoking, as the leading risk factor. It also highlights the importance of determining the phenotype of chronic obstructive pulmonary disease to select the tactics for these patients. The value of adding obstructive sleep apnea syndrome was also considered. The indicated pathogenetic mechanisms that influence components of metabolic syndrome, including type 2 diabetes, on pulmonary function were considered. The article highlights the features of treatment, longterm trends in therapy of these diseases.

KEYWORDS: *Chronic Obstructive Pulmonary Disease, Phenotypes Of Chronic Obstructive Pulmonary Disease, Metabolic Syndrome, Type 2 Diabetes Mellitus, Smoking.*

INTRODUCTION

As defined by the GOLD Working Group, chronic obstructive lung disease (COPD) is a group of chronic inflammatory diseases lungs, which is characterized by partially reversible airflow restriction flow. Obstructive ventilation problems are usually progressive and are associated with an unusual inflammatory response of the lungs to pathogenic gases or particles.

However, the views that COPD is primarily among lung disease, is currently contested. COPD will become the third leading cause of death worldwide and will have a significant impact on the overall health care system.

Type 2 diabetes mellitus and metabolic syndrome are also quite common causes that aggravate the course of a number of diseases and lead to mortality around the world.

An increase in the mass of visceral fat, in combination with a decrease in the sensitivity of peripheral tissues to insulin and hyperinsulinemia, is commonly called a metabolic syndrome, leading to a violation of carbohydrate, lipid, purine metabolism and arterial hypertension.

Isolation of the metabolic syndrome as a separate concept is of great clinical importance, since, on the one hand, this condition is reversible, and on the other, it precedes the onset of diseases such as type 2 diabetes mellitus and atherosclerosis, which are currently the main causes of mortality. Isolation of the metabolic syndrome as a separate concept is of great clinical importance, since, on the one hand, this condition is reversible, and on the other, it precedes the onset of diseases such as type 2 diabetes mellitus and atherosclerosis, which are currently the main causes of mortality.

In 2009, experts from the All-Russian Scientific Society of Cardiology proposed the following criteria for the diagnosis of metabolic syndrome. In 2009, experts from the All-Russian Scientific Society of Cardiology proposed the following criteria for the diagnosis of metabolic syndrome.

The main feature: central (abdominal) type of obesity - a waist volume of more than 80 cm in women and more than 94 cm in men.

Additional criteria:

- arterial hypertension (blood pressure above 140/90 mm Hg);
- an increase in triglyceride levels of more than 1.7 mmol / l;
- lowering the level of high density lipoprotein cholesterol less 1.0 mmol / L in men, less than 1.2 mmol / L in women;
- the increase in low-density lipoprotein cholesterol is greater 3.0 mmol / L;
- fasting hyperglycemia (fasting plasma glucose above 6.1 mmol / l);
- impaired glucose tolerance (plasma glucose after 2 hours after glucose loading in the range of more than 7.8 mmol / l and less than 11.1 mmol / l).

The patient has central obesity and two of the additional criteria

is the basis for diagnosing his metabolic syndrome. There are different forms of metabolic syndrome depending on the number and combination of symptoms. The classic option is a combination of abdominal obesity, hyperinsulinemia, arterial hypertension, dyslipoproteinemia, impaired glucose tolerance (IGT), or type 2 diabetes mellitus.

The following combinations are available as alternatives:

- hyperinsulinemia, arterial hypertension, dyslipoproteinemia, NTG

or type 2 diabetes mellitus ("European" variant - metabolic non-obesity syndrome);

—— hyperinsulinemia, arterial hypertension, dyslipoproteinemia, abdominal

final obesity (option without NTG);

—— hyperinsulinemia, arterial hypertension, dyslipoproteinemia (in

non-obesity and IGT). Today, according to the World Health Organization, the prevalence of metabolic syndrome has become a pandemic.

In recent years, a large number of studies have been devoted to the combination of COPD and metabolic syndrome. According to various sources, metabolic syndrome suffers from 21 to 53%, and type 2 diabetes mellitus - 2–37% of patients with COPD. Among patients with type 2 diabetes mellitus, COPD occurs in about 10% of cases. A number of large epidemiological studies have found an increase in the incidence of obesity among patients with COPD compared to the general population.

Thus, in Northern California (USA), 54% of patients with COPD are obese: their body mass index (BMI) exceeds 30 kg / m². For comparison: in general, obesity affects 20-24% of the population. A research group from the University of California at San Francisco studied 355 patients with the aim of studying the effect of body composition on the functional state of patients with various stages of COPD. Obesity (BMI \geq 30 kg / m²) was diagnosed in 54% of study participants, which is significantly higher than in the general population of the United States. The same data are confirmed by a number of other authors from different countries.

K. Markis et al in their study showed the presence of one or more components of the metabolic syndrome in almost 50% of patients with COPD compared to 21% of the incidence in the control group without COPD, and the prevalence of obesity was about two times higher in the COPD group. Most often, elements of the metabolic syndrome are found in the early stages of COPD. Its combination with metabolic syndrome and type 2 diabetes mellitus leads to an increase in the number of exacerbations of COPD and a deterioration in the quality of life.

COPD metabolic syndrome and phenotypes. Back in 1968, G.F. Fille et al. Proposed to subdivide patients with chronic pulmonary pathology into two groups - "dyspnea" or "pink puffers" and "coughing" or "blue edema" (blue bloaters). These patient groups are also defined as emphysematous (A) and bronchitis (B) types of COPD. These views were developed and supplemented. So, with the development of computed tomography, a type with a predominance of emphysema and without it began to be distinguished. However, one thing remained indispensable: in contrast to the most common cachectic (emphysematous) type, there was a group of patients with increased body weight (metabolic syndrome).

S. Garra et al. In their case-control study studied the relationship between BMI and emphysematous and bronchitic phenotypes of COPD. In patients with bronchitic type of COPD in 25% of cases, BMI exceeded 28 kg / m², compared with 16% in the control group. In addition, BMI \geq 28 kg / m². was associated with an increased risk of developing bronchitis, while the presence of emphysema was associated with low body weight. Most studies have noted that the highest prevalence of obesity occurs in patients with mild to moderate COPD and low in patients with the most severe pulmonary dysfunction in an extremely severe stage.

However, in the study by R. Furtate et al., It was noted that patients with COPD have an excessive amount of visceral fat and its accumulation persists even in severe COPD with emphysema, despite the absence of obesity. It has been shown that in patients with COPD, there is a simultaneous decrease in skeletal muscle mass and excessive accumulation of visceral fat, especially in the more severe stage of COPD. There are several possible explanations for this phenomenon: skeletal muscle mass in severe stages of COPD decreases due to physical inactivity, decreased exercise tolerance, malnutrition and systemic inflammation;

a decrease in skeletal muscle mass leads to further physical inactivity, which leads to excess visceral fat accumulation, especially in more severe stages of COPD. Changes in the respiratory system with the association of metabolic syndrome and COPD are formed not only due to obstructive mechanisms due to COPD, but are also the result of limiting the respiratory excursion of the lungs with a decrease in the vital capacity of the lungs, tidal volume against the background of a high standing of the diaphragm as a result of pronounced abdominal obesity, which is the main a component of metabolic

At the same time, the normal movement of air through the bronchopulmonary system becomes difficult, the depth of breathing decreases and mucociliary clearance worsens. Thus, in the presence of concomitant pathology in the form of COPD and metabolic syndrome, there is an addition to obstructive disorders in the framework of COPD of the restrictive mechanism due to abdominal-visceral obesity. It is known that the life expectancy of patients with COPD correlates with their body mass index. Low BMI is a reliable predictor of mortality in COPD.

Thus, A. M. Schols et al. In their study showed that life expectancy at $BMI \leq 20 \text{ kg} / \text{m}^2$ is two times lower when compared with the group of patients with $BMI \geq 29 \text{ kg} / \text{m}^2$. However, according to the GOLD recommendations, it is not recommended to strive for a significant decrease in body weight in patients with severe COPD and elements of metabolic syndrome: the body mass index should be at least $21 \text{ kg} / \text{m}^2$.

The prognostic significance of BMI assessment is also emphasized by the fact that this indicator was included in the integral scale for assessing the severity of systemic manifestations of COPD, presented as the abbreviation BODE, where B means body mass index (BMI), O - obstructive disorders of the ventilation function of the lungs, D - the degree of severity shortness of breath, E - exercise tolerance, which is established in the test with a six-minute walk. And, despite the fact that in the initial version of this scale only the group of people with a low BMI was singled out, proposals are made for correcting this criterion, taking into account excess weight.

It is important to note that the presence of recurrent subclinical thromboembolism of small branches of the pulmonary artery may contribute to the progression of pulmonary fibrosis. The role of systemic inflammation. The combination of COPD and metabolic syndrome is largely due to the common pathogenetic mechanisms leading to the development of these diseases. It is well known that the offspring of sick parents are more likely to develop both COPD and type 2 diabetes. A well-known risk factor for both diseases is low birth weight, which occurs, inter alia, as a result of maternal smoking during pregnancy.

Smoking, as a common risk factor for the development of COPD and metabolic syndrome, can be a common cause of the association of these diseases. IS Eze and co-authors in the course of the Swiss study SAPALDIA found that exposure to tobacco smoke increases the risk of diabetes

mellitus and impaired glucose tolerance, even in never smokers, by 50%. At the same time, a dose-dependent effect was revealed.

In addition, smoking can contribute to the development of systemic inflammation and oxidative stress - a pronounced imbalance of oxidative-antioxidant systems, as a result of which a pathogenic concentration of active oxygen metabolites is produced. At the same time, their excess activates the transcription factors NF- κ B and AP-1, MAP-kinases, which, in turn, induce the synthesis of pro-inflammatory cytokines (tumor necrosis factor- α , IL-8 and other chemokines), thereby increasing the influx of neutrophils and macrophages into the inflammation center with a further escalation of the production of active oxygen metabolite

Bronchoconstriction and vasoconstriction also develop through oxidative mechanisms. In addition, oxidants mediate many other pathological processes, such as DNA degradation, a decrease in surfactant activity, and an increase in the permeability of the epithelium and endothelium. In recent years, much attention has also been paid to the study of the role of oxidative stress in the development of endothelial dysfunction and insulin resistance, which is not only one of the main links in the pathogenesis of type 2 diabetes mellitus, but also the main component of the metabolic syndrome.

Lipid oxidation products stimulate the activity of protein kinase C, calcium release, disrupt endothelial cell replication and angiogenesis, and induce apoptosis. Adipose tissue is central to the development of insulin resistance under the influence of inflammation. The idea of it as an inert tissue serving only for the accumulation of energetic substances and triglycerides is a thing of the past.

It turned out that adipose tissue is metabolically very active, and can also be considered as an endocrine organ that produces substances such as leptin, lipoprotein lipase, apolipoprotein E, which are involved in the regulation of various physiological processes of the body, primarily eating behavior, energy balance and metabolism, mainly fats and carbohydrates. Moreover, the metabolic and hormonal activity of visceral fat is significantly higher than that of subcutaneous fat. It is important to emphasize that adipose tissue cells secrete pro-inflammatory cytokines (TNF- α , IL-6 and IL-1, resistin), as well as chemokines.

Increased secretion of these substances correlates with obesity, and to a greater extent with an increase in visceral fat mass. It is noted that with a combination of COPD and metabolic syndrome, the level of TNF- α is 38.3%, IL-6 - 28%, and IL-8 - 38% higher than in patients with isolated pathology. A correlation was also found between the content of TNF- α and the stage of COPD. Of decisive importance is the detection in obesity, insulin resistance and type 2 diabetes mellitus of an increase in the level of C-reactive protein in the blood - a generally recognized marker of the acute phase of inflammation, despite the absence of many other classic signs of inflammation in these conditions.

Thus, with the development of both COPD and metabolic syndrome, a similar shift in biochemical processes occurs, in particular, the activation of free radical oxidation due to imbalance in the oxidant – antioxidant system.

Metabolic syndrome and lung function. A number of authors note that the lungs, along with others, should be considered the target organ of diabetes mellitus. It is known that type 2 diabetes mellitus is often associated not only with arterial hypertension, abdominal obesity, and various

cardiovascular diseases, but also with a reduction in pulmonary function and a decrease in forced expiratory volume in the first second (FEV1), worsening the clinical picture and evolution of COPD.

The study showed that baseline values of FEV1 and forced vital capacity (FVC) were inversely associated with the incidence of type 2 diabetes, and a recent crossover study found that decreases in FEV1 and FVC were directly related to the development of diabetes mellitus 2- th type. In the work, patients with diabetes mellitus and a smoker index of more than 10 pack / years showed a more pronounced decrease in lung function than in persons without diabetes, even if chronic lung diseases were not identified.

There are four main reasons for the decrease in lung function in diabetes mellitus. First of all, this is non-enzymatic glycosylation of collagen and elastin of the lungs by the end products of glycosylation, produced when glycemic control is impaired, which ultimately leads to a violation of the elasticity of the lungs. Thickening of the basal lamina of the alveolar epithelium and microvascular changes in the pulmonary capillaries, leading to a decrease in capillary blood volume and a decrease in the diffusion capacity of the lungs, are of potentially equal importance.

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Features of therapy. Currently, the question of the treatment of COPD against the background of metabolic syndrome remains largely open. An important role is played by the fact that exacerbations of COPD often require the use of glucocorticosteroids. Although the GOLD guidelines do not limit the treatment of patients with a combination of COPD and metabolic syndrome or diabetes mellitus, a number of studies indicate that the use of higher doses of corticosteroids may increase the risk of hospitalization for exacerbations of type 2 diabetes.

Features of therapy. Currently, the question of the treatment of COPD against the background of metabolic syndrome remains largely open. An important role is played by the fact that exacerbations of COPD often require the use of glucocorticosteroids. Although the GOLD guidelines do not limit the treatment of patients with a combination of COPD and metabolic syndrome or diabetes mellitus, a number of studies indicate that the use of higher doses of corticosteroids may increase the risk of hospitalization for exacerbations of type 2 diabetes.

Against the background of treatment with roflumilast, there is a decrease in body weight in obese patients, an improvement in the glycemic profile in patients with type 2 diabetes mellitus. It is also noted that the anti-inflammatory properties of statins have a beneficial effect on the course of COPD and metabolic syndrome. There was a decrease in the level of C-reactive protein in the blood, normalization of the lipid profile and glycemic parameters in patients with COPD and atherosclerosis against the background of metabolic syndrome when atorvastatin and metformin were prescribed in addition to basic therapy. Treatment of diabetes mellitus in patients with COPD is recommended according to standard protocols.

Conclusion

Comorbidity in COPD is a serious problem due to the fact that mortality from COPD is largely due to the presence of comorbidities. Comorbidities affect the course of the disease, which in turn determines the choice of treatment and prevention programs. Diabetes mellitus and metabolic syndrome are today considered one of the leading risk factors for severe COPD.

Association with metabolic syndrome leads to an increase in the number of exacerbations of COPD, increases the risk of adverse outcomes. In turn, some authors note that COPD can be considered as an independent marker of some components of metabolic syndrome, such as decreased carbohydrate tolerance or type 2 diabetes mellitus, arterial hypertension or a reduction in bone mineral density.

Meanwhile, the data of our review indicate insufficient study of the problem of the mutual influence of COPD and metabolic syndrome. The combination of these diseases can be fraught with a number of interesting discoveries. In particular, as is known, COPD through the cytokine proinflammatory cascade contributes to the development of lung cancer. However, in the course of studies, it was found that with a combination of COPD with diabetes mellitus, the relative risk of developing lung cancer is lower than with isolated COPD.

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INTERPRETATION OF PERFECT HUMAN GOOD IN THE WORK OF PRESIDENT SHAVKAT MIRZIYOEV

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ABSTRACT

This article provides a comparative analysis of the views of the President of the Republic of Uzbekistan Sh. Mirziyoyev on the virtues of the perfect human in the centuries. On the basis of the works of the President, the composition of modern perfect human qualities is recommended.

KEYWORDS: *Presidential Works, Virtues, Nobility, Courage, Selflessness, Patriotism, Continuous Spiritual Education.*

INTRODUCTION

It is known from history that the works, lectures and speeches of the heads of state are a socio-political and spiritual reality, in which important concerted thoughts, ideas and views are constantly put forward, which directly affect the life of the state, society, present and future.

When thinking about the President of the Republic of Uzbekistan Sh.Mirziyoyev's thoughts about the qualities of a perfect human, one should first rely on the qualities that he noted in his speeches. In this process Sh.Mirziyoyev's book on the topic "We will build the great future together with our noble people" in 2016, it was theoretically based on works in 1-4 volumes published in the latest periods.

Methods of the research

In this article, there were used scientific research methods such as objectivity, historicity and rationality, systematic approach, comparative analysis.

In a word, the President Sh.Mirziyoyev's thoughts and interpretations about the perfect human and his qualities in the complex of works constitute a huge volume. We are satisfied with

thinking about some of them below, only. In this regard, three aspects can be noted: the first are the most remarkable qualities, the complex of qualities and the interpretations of perfection.

The current president of Uzbekistan Shavkat Mirziyoyev will publish such concepts and expressions as “The Third Renaissance”, “New Uzbekistan”, “the period of radical changes”, “Education” in the history of Uzbekistan’s independence will remain as a lexicon that entered to people’s life. At the same time, the President of our country was able to carry out radical reforms in the social, economic, political and spiritual life of our country in the next 3-4 years and gave his concerted ideas, interpretations and descriptions about “modern perfect human qualities”. We can see this in the following aspects:

First of all, if we observe in the works of the current President of our country Shavkat Mirziyoyev’s thoughts about human qualities, which are perfect, then the qualities of nobility are noted in them as qualities that represent the totality and generalization of the most basic qualities for all people, including the perfect person.

In the work of the President of our country Shavkat Mirziyoyev “we will build a great future together with our noble people”: “Hardworking and noble people of Kashkadarya...”¹ - he said. At the same time, in these book chapters we will list seven qualities characteristic of our people: enlightenment, honesty, creativity, whiteness, originality, hardworking and braveness.

In another place, the appeals² to the Oliy Majlis of the President of our country touched upon the nobleness: “... first of all, I believe in the strong will and creative potential of our noble people, who have passed many difficulties.”, “.. I express my sincere gratitude to our noble people, who have been supporting the reforms in every possible way, who have overcome all difficulties and trials bravely and have made a huge contribution to the prosperity of our lovely motherland with their selfless labor”, “we are all rightfully proud that our brave, indomitable and noble people have made an invaluable contribution to ensuring a great victory”, “more than 1 trillion soums were provided to more than 800 thousand families in need”³ by the national movement of “Sahovat and Kumak”, etc.

It can be said that the “idea of nobility” of the President Shavkat Mirziyoyev began in 2016 and reached its state of perfection with his works in 2020.

Olijanob⁴. This word is originally formed from the Arabic words noble and sir, and is used in Uzbek to mean such a high degree of decency as good-natured. Under the influence of the Tajik dictionary, this word is included in the Uzbek dictionary in the form of olijanob, but it should be written with the letter й, as oliymaqomin in the dictionary of the Uzbek language.

In “Explanatory Dictionary of the Uzbek language” we read three different interpretations of the word olijanob⁵:

Olijanob [a]: 1. Very high level of behavior, manners, humanism; noble, original. 2. high in dignity. 3. Very good, incomparable.

Nobility is one of the qualities inherent in our people. It is possible to diversify by giving only one example. Tashkent city is named the city of bread-Tashkent saved many people from hunger and death during the periods of famine and drought in 20-30’s of the last century, the war in 1941-1945, the restoration in 50-60’s after the war. Only in the period of the war 200 thousand

orphans took children to their families. In this way, our people have demonstrated the quality of their nobleness.

Nobility is literally the greatest, the most value of the human qualities. It is the embodiment of humanity. Twice and several times better to commit kindness.

Naqshband interpreted the nobility as “Be like a candle”. “Be like a candle, give clarity to everyone, and be yourself in the dark,” he wrote. And being a candle is to give the light of goodness, to sacrifice oneself, to spare neither blood nor soul to the land.

Secondly, when the President of our country Shavkat Mirziyoyev spoke about his mentor, the First President of our country Islam Karimov repeatedly touched upon his qualities and features of our heroic people in his other works.

The President Shavkat Mirziyoyev noted in his speech on September 8, 2016 at the beginning of his term as the President of the Republic of Uzbekistan: “such noble qualities as inflexible will, dedication, courage and patriotism, humanity and justice, sincerity and kindness, characteristic of Islam Abduganievich, will remain a vivid example for all of us”, eight qualities in his master.

In his speech at the expanded meeting of the Security Council under the President of the Republic of Uzbekistan on January 10, 2020, the President of our country Shavkat Mirziyoyev listed eight qualities: “when we talk about our heroic ancestors and brave soldiers, we will sing separately the words as “courage”, “brave”, “devotee”, “steadfast”, “fearless”, “manhood”, “hero”, “champion” and others⁶. On the other hand, the above qualities are generalized and interpreted as noble qualities.

Thirdly, the President also noted a number of qualities when he touched upon our people and their young people who are part of it. For example, in the summary part of his speech at the Forum of Youth of Uzbekistan, he noted such qualities as: “science and education and professional aspiration, family sanctification, spiritual purity, respect for adults, compassion for the young people, loyalty to noble values”⁷, which are characteristic of our people. In the introductory part of that speech, the name of such qualities as: self-sacrifice, patriotism, courage, bravery, expressiveness, enthusiasm, broad outlook, liveliness, progressive mindfulness is mentioned.

TABLE 1

Interpretation Of Perfect Human Qualities In The Works Of The President Shavkat Mirziyoyev					
No	Qualities inherent in Islam Karimov	Qualities inherent in military servicemen	Qualities inherent in our youth	Qualities inherent in our people	Generalized qualities inherent in perfect humans
1	strong will	brave	selflessness	aspiration	brave (8)
2	selflessness	strong	patriotism	love for family	selflessness (4)
3	bravery	selflessness	brave	morality	patriotism (3)
4	patriotism	firmness	strong	respect to elder people	imitativeness (3)
5	humanism	courageous	imitativeness	kindness to young people	kindness (3)
6	justice	daring	courageous	loyalty	courageous (3)

7	honesty	warrior	wide point of view		wide point of view (2)
8	kindness	hero	patriotism		humanism
9			creativity		justice
10					honesty
11					love for family
12					morality
	“By continuing our development way with stability, we will raise it to a new stage”	“From national to national raise”	Speech of the President of the Republic of Uzbekistan Sh. Mirziyoyev at the Forum of Youth of Uzbekistan	Speech of the President of the Republic of Uzbekistan Sh. Mirziyoyev at the Forum of Youth of Uzbekistan	

TABLE 2

Interpretation Of The Generalized Qualities Of Modern Perfect Humans In The Works Of The President Shavkat Mirziyoyev			
No	<i>Qualities</i>	<i>Types of qualities</i>	<i>In which interpretations are given:</i>
1	courage	ethical	1; 2*; 3 rd
2	devouthess	physical	1; 2; 3 rd
3	patriotism	ethical	1; 3; 4 th
4	initiative	mental	3*; 4 th
5	kindness	ethical	1; 4*th
6	courageous	physical	1; 2; 3 rd
7	wide point of view	mental	3*rd
8	humanism	ethical	1 st
9	justice	ethical	1 st
10	sincerity	ethical	1 st
11	love for family	spiritual	4 th
12	moral	spiritual	4 th

Note: *means that in two and more qualities in one interpretation.

As a conclusion, the following aspects can be noted separately:

First of all, in the above four works, which listed the perfect human qualities of The President Shavkat Mirziyoyev, 31 qualities of modern perfect human beings are noted. If we summarize them, a set of 12 qualities is formed. Six of these qualities are moral, two are rational, two are spiritual, and two are physical qualities. Three of the 12 qualities common in the interpretation of the president: courage, dedication and patriotism are noted in the 3 thesis of the above four definitions, which states that these are their main qualities.

Based on this, it can be said that courage, dedication, patriotism are considered to be the most previous and most important qualities of the harmonious generations that are formed in our country.

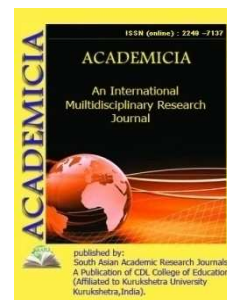
Secondly, as in all perfect people in the past, modern harmonious people should have a number of positive qualities, they are of great importance in their root, and it is a unique attribute of our people, which is repeated, historical and modern harmonized, not similar to the number of world nations.

Thirdly, at the initiative of the President of our country, the main goal of “education” lessons in secondary schools introduced to life by our government is to prepare students for life and to find solutions to the virtues in them, or the purpose of the “continuous spiritual education” concept of the Cabinet of Ministers and it is defined as “the gradual formation of social qualifications and qualities necessary for an independent and happy life in the younger generation in accordance with their age”¹. It is desirable to make practical use of the above-mentioned interpretations and instructions of our compatriot in this process.

CONCLUSION: Today, in order to achieve the noble idea of “let us live freely and comfortably in new Uzbekistan”, it is the task and duty of all the educated people to educate harmonious young people whose language is pure, eager for enlightenment, who have embodied in the heart of the feeling of unlimited love for their country, motherland, homeland. In this regard, it would be appropriate if we benefited from the ideas and interpretations of the above-mentioned President’s thoughts reasonably and efficiently.

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THE ROLE OF FAMILY AND EDUCATION IN THE FORMATION OF ENVIRONMENTAL EDUCATION OF THE YOUNGER GENERATION

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ABSTRACT

As a result of rapid population growth, environmental and social problems are also increasing. In particular, the problems of land, water, energy and food supply are becoming a social problem all over the world. The well-being of man on Earth now depends on solving environmental problems. There are scientific, economic, technical, hygienic, legal, aesthetic, pedagogical and psychological directions of environmental problems. The pedagogical direction provides environmental education and training. Environmental education is a system of knowledge that represents the relationship between nature and man, which should be given to the population.

KEYWORDS: *Ecological Education, Environment, Society And Nature, Pedagogical Systems, Nature, Environmental Protection, Ecological Culture*

INTRODUCTION

Ecological education is the education of human attitude towards the environment. The main goal of environmental education is to form a conscious attitude to the environment and its problems in people of different ages.

As a child grows and develops, the tasks of parenting become more complex, deeper, and more stratified. Individual, group and collective forms of organization of the educational process, the unity of mental, ideological, political, moral, labor, aesthetic, physical, environmental, economic and legal education, the generality of consciousness, behavior and activities of teachers. This requires the creation and implementation of pedagogical systems that ensure the implementation of these systems.

Explain to students the unity and connection of the individual, society and nature on the basis of environmental education in the process of environmental education, to determine their understanding of the important role and importance of man in the development of humanity, society, care for nature and responsibility, the formation of feelings of belonging, as well as an ecological culture.

The theoretical basis of environmental education is the conduct of environmental education in kindergartens, schools, large and small educational institutions, universities because of certain curricula and programs, as well as the training of qualified specialists. The collected experience is summarized, presented in a pedagogical form, the curriculum, textbooks are developed.

The main tasks and objectives of environmental education are to arouse human interest in nature and the events that take place in it, to identify the causes of problems between man and nature, to find solutions and measures. The objectives of environmental education are:

- laws of development of society and nature; deepening the relationship between them and training a person who can think modern;
- training of a generation that knows the ecological status of different natural areas and makes an ecological plan for the future in the direction of socio-economic planning and production forces;
- the cultivation of young people who serve to preserve the nature in which each person, society, and various groups, categories, and classes within society live, and its riches;
- to explain to the members of the society the beauty of the place of residence, valleys, hills, mountains, their importance in human life and health in the development of their social, cultural, religious views and traditions.

In carrying out the above tasks, kindergarten teachers, students of schools and colleges, in the passage of natural and social sciences through various games, movies, linking them to the natural realities and environmental conditions of the place where they live.

Ways to conduct environmental education in kindergartens and schools. From working with nature, its beauty, and conserving natural resources among families, kindergarteners, and schoolchildren, to instilling in the younger and growing generation a love for the environment, the plants, animals, water, and soil in it. They need to be nurtured as compassionate, caring, and enriching.

To achieve these goals, it is necessary to educate kindergarten children on the basis of special programs such as "Methods of environmental education", "Getting acquainted with nature" and to inculcate in children the elements of environmental education through various games.

The work on awakening children's love for nature is carried out in simple, straightforward and understandable forms based on special methodical manuals, recommendations, educational and play materials such as "The world around us", "Nature around us", "Natural science" should be carried out.

Educators and methodologists who teach children about the environment must be experienced professionals who have completed special courses.

On the basis of the program "Environmental education and natural methods" it is necessary to organize retraining courses for educators, lectures, exchange seminars, to increase the knowledge and skills of employees.

Concepts such as "environment", "nature", "environmental protection", "ecology", "ecological contradictions" in botany, zoology, literature, chemistry, physics and especially in schools are based on the textbooks "The world around us", should take a special place in the study of "General Biology".

The state of the environment, its protection, the nature of the place where students live during this excursion, its ecological condition, the negative and positive factors that affect it, have the knowledge, skills and thinking ability to take measures to preserve and enrich natural resources and return from the tour.

Pupils of schools and lyceums will take part in "Young naturalists", "Green patrols", "Animal care animals", "Mother-earth patrols", "Fresh air", "Blue water" patrols, "Nature and fantasy" organized in the health laner. Comprehensive study of environmental problems on the basis of the curriculum "Young ecologists", specially trained in such circles as "Nature protection", "Young ecologists", "Nature protection" need.

This means that both the problem and the success of one country have the same positive and negative effects on other countries. The current ecological crisis in many parts of the world means that we need to treat nature and pay more attention to it.

Emphasizing that environmental problems are now a global issue, the head of state said, "The problem of environmental security has already gone beyond the national and regional spheres and become a common problem of all mankind." Indeed, the preservation of Mother Nature means the preservation of the Motherland. Homeland begins at the threshold. Therefore, each of us must contribute to the preservation of nature around us. In addition, let's appreciate the blessings of the motherland.

Because from my many years of experience, it is clear that raising children from an early age in the spirit of love for the motherland and the environment is an important task for all of us. Therefore, it is important to involve in environmental education as much as possible in such activities as landscaping of urban and rural streets, planting of fruit and ornamental trees, keeping parks and ponds clean, caring for pets. Environmental literacy and culture begin, first and foremost, with the family.

The basis of the formation of an ecological worldview is directly related to family upbringing. Our ancestors paid special attention to the issue of child rearing and created exemplary traditions in this regard.

From an early age, children are brought up in a family with moral and labor values. They have a love of work, respect for the environment, a sense of well-being and landscaping. For example, to avoid polluting the environment, to throw rubbish in separate pits, to dig latrines away from ditches, streams, springs, to prevent fires, to use dried trees instead of growing them for various needs, not to break the seedlings, not to destroy the birds. Behaviors such as not breaking the nest are formed. In the family circle, children are told, "Do not spit on water, do not pollute it, because all animals will enjoy drinking it," "Do not break the branches of a flowering fruit tree, it

will bear fruit, you will eat it yourself," "Do not cut unripe grapes, if you cut them." will be a great sin. Because it has the share of the believers”.

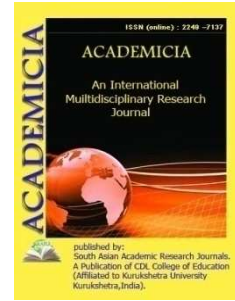
Kindergarten children first develop the concept of environmental education. It is advisable to work with preschool children in the following areas:

- To provide preschool children with a clear understanding of the natural world and the relationship between events in it;
- Formation of activities in children about nature, its preservation, enrichment;
- To acquaint children with the work of our state on nature protection and conservation. This needs to be done through a consistent educational process in collaboration with preschool staff, parents and the community.

In conclusion, if every parent teaches their child to love nature from an early age and informs them about the healing properties of fruits and vegetables grown in our country, it will be a great light upon light. After all, it is no secret that environmental education begins in the family.

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METHODS FOR PLOTTING FUNCTION GRAPHS IN COMPUTERS USING MODERN SOFTWARE AND PROGRAMMING LANGUAGES

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ABSTRACT

The article discusses methodological issues and implementation features in MS Office software environments (in particular, MS EXCEL VBA) and Borland Delphi (Pascal) of the algorithm for plotting graphs of functions studied in the course of mathematics. The programs presented in the article, which perform graphing with given coefficients, can be used as a visual aid for users, applicants, etc. in the study of functions, as well as as a demo example in the study of the programming environment MS Office and Borland Delphi (Pascal)

KEYWORDS: *Computer Graphics; Study Of Plotting Functions; Method For Plotting Function Graphics; Competence In The Of Computer Graphics; MS Office, MS Graph, MS Excel, MS VBA; Borland Delphi (Pascal)*

INTRODUCTION

In modern times, the programming of graphs of functions using computers is widely used in the field of scientific and technical research to improve the clarity and readability of the results. It finds application in various computer spheres of human activity, such as scientific research (visualization of the structure of matter, vector fields, etc.) [1], medicine (computed tomography, ultrasound, coronography), development, etc. Computer graphics are widely used in technical and mathematical problems with a visual presentation of the results of practical calculations [2]. Computer graphics, together with computer animation, are a necessary tool in such areas as the automotive industry, aircraft construction, cinema, advertising, art, architecture, simulation of dynamics, as well as in the creation of computer games, etc. [2]. New areas of application of

computer graphics appear, and, accordingly, methodological approaches to solving problems in these areas are needed.

This problem is associated with global informatization and widespread use of computer graphics in the life of society. The need for widespread use of graphic software has become especially tangible in connection with the development of widespread use of computers in the production sector. As a result, any technical task requires a visual result. This situation led to a change in the social order of society: a qualitatively new approach to the study of computer graphics is needed.

Teaching computer graphics - one of the most important areas of using a personal computer - is considered today as an independent scientific direction in the development of information technology. The use of graphics in computer systems not only makes it possible to increase the speed of information transfer and increase the level of understanding. The process of improving computer technology and new information technologies occurs very quickly, and the application of these technologies in the field of human activity lags behind their creation [1]. Computer graphics as a field of scientific research has a pronounced complex-applied nature [5]. The key methodological problem of studying computer graphics is the lack of educational literature for those interested.

The article takes into account the situation that users know the basic algorithmic structures and fundamentals of the programming languages discussed below. Some examples show plotting using scaling factors. In the literature, this method is rare and described in insufficient detail. Algorithms for constructing a graph of a continuous function are given. Working with graphics in programming languages is a rather complicated thing that requires knowledge: about algorithmic constructions, about data types (string variables and their compatibility, loops, standard and custom procedures and functions, method of coordinates), about knowledge of the display device and its modes of operation [4].

The study of this article contributes to the deepening of knowledge not only in computer science, but also in other subjects. Function plotting and scaling is used in many mathematical applications. Plotting a function allows you to understand screen coordinates, graphic primitives and their use, working with strings, numerical methods for solving mathematical problems. After studying the article, users should be able to: scale the (Cartesian) coordinate systems for displaying on the monitor, build graphs of continuous functions and coordinate axes, digitize coordinate axes, build several graphs, illustrate mathematical problems for plotting functions [4].

Materials/ methods/ results. The process of creating graphs of functions in MS Office packages is not complicated, however, this function differs with several limitations compared to each other. For example, Microsoft Word and Microsoft Excel. If the function graphs are not very complex, the capabilities of Word will be enough.

The first method for creating graphs of functions in MS Office packages is building using an object (special module) - Microsoft Graph. Function graphs (or charts) are a graphical way of displaying some numerical data. Therefore, the plotting of the graphics is carried out simultaneously with the creation of the table of values or after that. The rows of the table of values display sets of numbers that will be located on the vertical axis (value axis) of the chart. Having built a diagram, we can change its type by choosing the type "graph"

The second method for creating function graphs in MS Office packages is to graph functions using VBA in MS Office package. Let's take a closer look at this method. [6]

When solving scientific and technical problems, it is often necessary to display the results in graphical form. In such cases, the MS Excel Chart Wizard is used to solve problems. In this case, the user program must display the data for the graph (diagram) on the worksheet and call the appropriate methods necessary for the graphical display of the results of the program's work. Methods for plotting charts can be obtained using the Chart Wizard in macro recording mode.

Example No 1. Plot the function $y = 2x^4 + 2x^3 - 2x - 2$ on the segment $[-4, 4]$.

Solution: Using for we tabulate the given function on the segment $[-4, 4]$ with a step of 0.1 and display the results in the first and second columns of the worksheet Sheet1. In order to write the part of the program that is responsible for the diagram, you need to go to Sheet1 and record the macro, that is, write the program code automatically.

The result of the program will be a graph drawn on the sheet "Sheet1". If the last line issued by the chart wizard is deleted, the chart will be displayed not on the worksheet, but in a separate blank sheet. Program source code:

```
Sub Graph1()
    Dim x As Double, n As Long
    Sheets(«Sheet1»).Select
    n = 0 '
    For x = -4 To 4 Step 0.1
        n=n+1
        Cells(n, 1) = x
        Cells(n, 2) = x ^ 4 + x ^ 3 - 2 * x - 2
    Next x
    Charts.Add
    ActiveChart.ChartType = xlXYScatterLinesNoMarkers
    ActiveChart.SetSourceData Source:=Sheets("Sheet1").Range("A1:B"+ Trim(Str(n)))
    ActiveChart.Location Where:=xlLocationAsObject, Name:="Sheet1"
End Sub
```

Example No. 2. The program for automatic construction of the graph of this function and the tangent to it at $x_0 = 0.1$.

$$y = x + \frac{x^3}{3!} + \frac{x^5}{5!} + \dots$$

To calculate the value of a function at an arbitrary point, we use the function F1 (x) with a real argument x. Using the variable a, we calculate the value of the next term. The variable z is

responsible for the sign of the terms. The variable n is equal to the power of x . Then the integer part of the number $n \setminus 2 + 1$ will be equal to the number of the next term. Change the z sign when the integer $[n / 2]$ is even (through two terms).

Function F1(x As Double) As Double

Dim S As Double, a As Double, n As Long, z As Long

a = x: S = a: n = 1: z = 1

While Abs(a) > 0.000000001

n = n + 2

a = a * x * x / ((n - 1) * n): S = S + z * a

If (n \ 2 Mod 2) = 0

Then z = -z

Wend

F1 = S

End Function

Function F2 (x As Double) As Double

Dim d As Double: d = 0.00000001

F2 = (F1(x + d) - F1(x)) / d

End Function

Function F3(x As Double, x0 As Double) As Double

F3 = F1(x0) + F2(x0) * (x - x0)

End Function

Sub Graph2(a As Double, b As Double, h As Double, x0 As Double)

Dim x As Double, n As Long

n = 0

For x = a To b + 0.001 * h Step h

n = n + 1

Cells(n, 1) = x

Cells(n, 2) = F1(x)

Cells(n, 3) = F3(x, x0)

Next x

Charts.Add

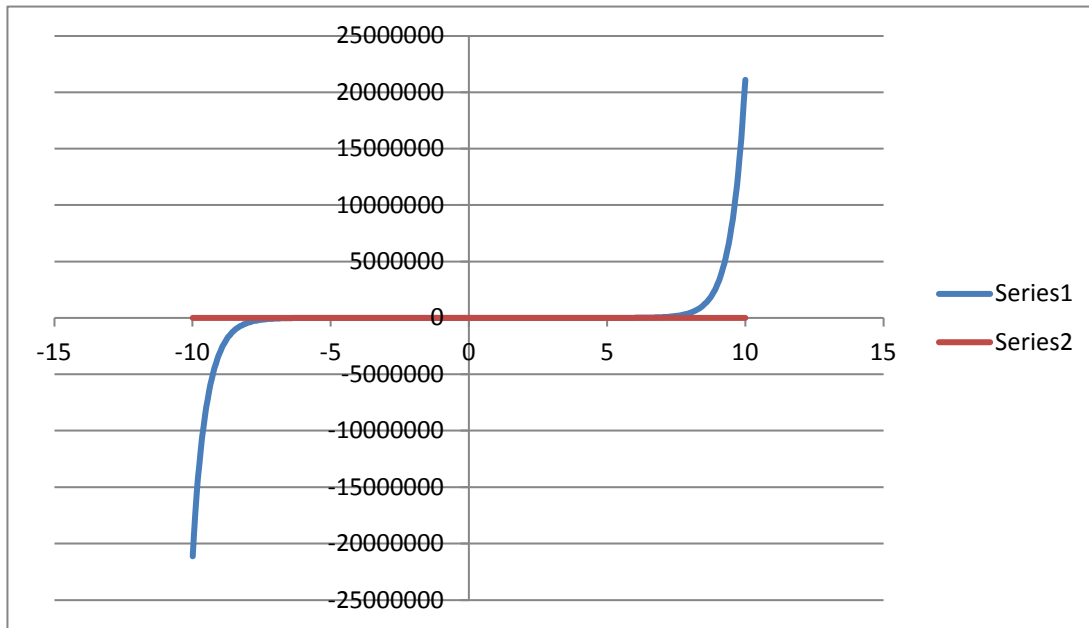
```

Active Chart. Chart Type = xlXYScatterLinesNoMarkers
Active Chart. Set Source Data Source:=Sheets("Sheet1").Range("A1:C"+ Trim(Str(n)))
Active Chart. Location Where:=xlLocationAsObject, Name:="Sheet2"
End Sub
Sub graph1()
Dim a As Double, b As Double, h As Double, x0 As Double
Sheets("Sheet1").Select
a = -10: b = 10: h = 0.05: x0 = 0.1
Call Graph2(a, b, h, x0)
End Sub

```

The result of the program execution:

	A	B	C
4	-9,85	-1,6E+07	-13,9434
5	-9,8	-1,4E+07	-13,8733
6	-9,75	-1,3E+07	-13,8032
7	-9,7	-1,2E+07	-13,7331
8	-9,65	-1,1E+07	-13,663
9	-9,6	-9656937	-13,5929
10	-9,55	-8758848	-13,5228
11	-9,5	-7944677	-13,4527
12	-9,45	-7206566	-13,3826
13	-9,4	-6537392	-13,3126
14	-9,35	-5930701	-13,2425
15	-9,3	-5380639	-13,1724
16	-9,25	-4881902	-13,1023
17	-9,2	-4429684	-13,0322
18	-9,15	-4019626	-12,9621
19	-9,1	-3647780	-12,892
20	-9,05	-3310567	-12,8219
21	-9	-3004744	-12,7518
22	-8,95	-2727372	-12,6818
23	-8,9	-2475787	-12,6117
24	-8,85	-2247578	-12,5416



All the given program blocks must be placed in any order in one module. The developed program is quite versatile. To plot another function, you just need to replace the body of the F1 function. In the English version of MS Office, you need to replace the sheet name [6].

Now let's look at plotting functions using Borland Delphi (Pascal). Graphs of functions on a computer using Borland Delphi (Pascal) can be built in text or graphic video mode. Memory management in these modes is carried out using constants, procedures and functions of the standard CRT and GRAPH modules.

In text mode, depending on the type of video adapter installed in the computer, the screen sizes can be 80 * 25, 80 * 43, 80 * 50 or 40 * 25, 40 * 43, 40 * 50 (in the graphic mode, the screen sizes are from 320 * 200, 640 * 480, 1280 * 1024). The function graph should look good on the computer screen and be accompanied by explanatory information that would facilitate its analysis. When displaying a graph on the screen, there is a problem with the choice of scaling; the need to evaluate the boundaries of changing the argument and function: the relationship between real and integer values of position numbers on the screen, X and Y.

Using Borland Delphi (Pascal), plot a continuous function. The first method is to build a graph, define several of its points and connect them sequentially with a continuous line. In this method, there are some difficulties when building a graph on a computer, which origin is the upper left corner. Therefore, we place the graph of the function in the center of the screen, aligning the center of the graph with the center of the screen. On the computer screen, you can arrange the function graph to fill the entire screen, half the screen, one third of the screen, a quarter, etc. either in a rectangle or on a grid.

Let us construct an algorithm for the graph of a continuous function $f(x)$ on the segment $[x_0, y_0]$ for which the values of the minimum y_{min} and maximum y_{max} on this segment are known. Let's put in a one-to-one correspondence the point of the coordinate plane on which the graph and screen points are located. To plot the graph, we calculate the value of the function at all points twice: to find y_{max} and y_{min} and when plotting the graph.

Therefore, it is more convenient to separate the algorithm for calculating the maximum and minimum values of the graph of the function $f(x)$ into a procedure.

```

Procedure min_max(a,b:integer;333ary min,ymax:real);
  var x:real;
  begin
    x:=x0;
    ymin:=f(x0);
    ymax:=f(x0);
    while x<=y0 do
      begin
        if f(x)<ymin then ymin:=(f(x));
        if f(x)>ymax then ymax:=(f(x));
        x:=x+0.01;
      end; end;

```

If you need to build a graph based on the values already available, for example, obtained during the experiment, then the values of the function points are better to remember in the array. If you are interested in this algorithm, you can implement it yourself.

Scaling the graph allows you to simultaneously plot several graphs of functions in any part of the screen and display accompanying information. To do this, the screen is split into several parts. The cases of dividing the screen into four and six parts and the calculation of the screen scaling factors are proposed to be solved by those of interest independently [5].

To display the coordinate axes and digitize them, that is, to give the graph of functions a familiar look, it is necessary to draw the coordinate axes on the screen. If the graph passes through the origin, then the coordinate axes can be positioned in the center of the screen - the screen center points are (GetMaxX div 2, GetMaxY div 2). Below is a fragment of the program for plotting the coordinate axes in the center of the screen.

The background on which the graph of the function is built is set using the standard procedure setbkcolor (color). The color of the axes is set by setcolor (color). You can put text information on the screen using the special procedure OutTextxy (x, y, 'text'), which outputs the text (string) from a variable to the graphic screen.

In order to apply divisions and numeric marks on the coordinate axis, you need to display not text on the screen, but the value of a real number. To do this, we use the standard procedure str (x: 1, r) to get the representation of a number as a string of characters. We put the result into a character string.

If the graph of a function lies far from the origin, then it is more convenient to plot it on a coordinate grid. For this, the screen is divided by equidistant vertical and horizontal lines. The distances between the grid cells are determined as follows:

$dx=(GetMaxX - p)/k, \quad dy=(GetMaxY - q)/k,$

where p and q are offsets from the edge of the screen, k is the number of cells.

The algorithm for plotting the graph, marking the grid, digitizing the axes is similar to the algorithm for plotting the full screen plot. If, when solving a problem, it is necessary to know about the presence of the roots of the equation, then the coordinate axis and the grid can be displayed simultaneously on the screen. The determination of the roots of the equation can be separated either into a separate procedure or into a separate module, which can be used in solving other problems. The problem of the size of the grid cells must be considered separately.

DISCUSSION

Considered are methodological issues and implementation features in MS Office software environments (in particular, ms excel vba) and Borland Delphi (Pascal) of the algorithm for plotting the graphs of functions studied in the course of mathematics. The programs presented in the article, which perform graphing with given coefficients, can be used as a visual aid for users, applicants, etc. in the study of functions, as well as as a demo example in the study of the programming environment MS Office and Borland Delphi (Pascal). In the article, examples showed the construction of graphs using scaling factors. Algorithms for constructing a graph of a continuous function are given.

In the process of creating graphs of functions in MS Office packages, as the first method, a graph of functions was created using an object (special module) - Microsoft Graph. Function graphs (or charts) are a graphical way of displaying some numerical data. Therefore, the plotting of the graphics is carried out simultaneously with the creation of the table of values or after that. As a second method, we created a graph of functions using MS VBA.

In the examples considered, we did not stop at the questions of introducing parameters ourselves without referring to the program code. This requires a window for entering parameters of the Inputbox () type.

Function graphs on computers are a visual representation, a convenient demonstration of material related to the solution of complex technical, mathematical and physical problems.

To display the graphs of functions in the software environment, programming tools (MS VBA) and software without programming tools were used. The results are shown each in separate examples. Both technologies used for charting becomes an efficient and fun process.

CONCLUSION/RECOMMENDATIONS

When solving problems of programming function graphs, various forms of work were used: discussion, independent work, knowledge testing on individual tasks, writing finished products and submitting them to reviews and conferences.

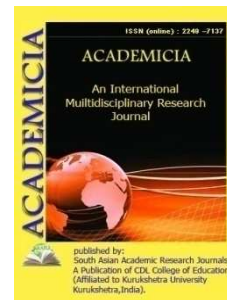
In this article, a ready-made template for plotting a function graph was offered to familiarize users. They demonstrated the results of the algorithms and explained the implementation of the algorithm for constructing the graph of functions using simple examples. To analyze the operation of the algorithm, problems were considered for plotting trigonometric functions, such as $\sin(x)$ and $\cos(x)$. Analyzed the results of the program.

The construction of graphs of functions on a computer gives a more visual representation and therefore it is convenient to demonstrate them when explaining complex material, to solve complex technical, mathematical and physical problems. With a visual representation of the graph, scaling factors are introduced and it was suggested to manually calculate them to split the screen into any number of parts. Conducted the construction and digitization of the coordinate axes.

As a result, we can conclude that the software environments used are diverse when plotting functions. Some use software during the build process, some without software. The result depends on the accuracy of the calculation. Both technologies used in charting become an efficient and fun process.

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DIGITAL COMPETENCE OF THE FUTURE TEACHER: COMPONENT COMPOSITION

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ABSTRACT

With the introduction of digital technologies, the daily life of a person and industrial relations are changing, the economy and education are being transformed. Digital technologies are not only a tool, but also an environment for the existence of a modern person, which opens up new opportunities: learning at any convenient time, continuous education, the ability to form individual educational routes, from users of electronic resources to become creators. However, such an environment requires teachers to take a different approach to organizing the educational process, to acquire new skills and abilities to work in the digital educational space. In these conditions, the pedagogical education system should provide training for a graduate with a high level of digital professional competence formation. The purpose of this article is to identify and theoretically substantiate the component structure of the phenomenon of "teacher's digital competence" based on the analysis of scientific and pedagogical literature. The article is based on the analysis of studies by foreign scientists.

KEYWORDS: *Digitalization Of Education, Digital Technologies, Digital Competence Of A Teacher.*

INTRODUCTION

Digitalization as the main trend of the modern world has taken the leading positions in education. The main condition for such development is the modernization of the national educational system, aimed at preparing a graduate who is able to live and carry out his professional activities in a digital environment, taking into account the requirements for new professions and changing values of society.

The solution to this problem provides for an increase in the requirements for the qualifications of teachers and their competence in the use of digital technologies for the design and implementation of the educational process.

In the context of digitalization of the education sphere, the professional activity of a teacher is radically changing. The teacher becomes, first of all, "an organizer and motivator of individual and group educational activities of students, an intermediary between the virtual and real world, a mentor, a navigator of the real social and professional world, a kind of" integrator "of various living spaces of the digital generation."

The effectiveness of using digital technologies in the educational process has been proven by the practice of organizing distance learning during the COVID-19 pandemic. They turned out to be the tool that made it possible to maintain the continuity of the educational process. At the same time, the forced transition to distance learning revealed the existing problems in this area. Research by V.L. Nazarov, D.V. Zherdev, N.V. Averbukh, D.O. Koroleva, N.V. Isaeva (2020) show that under the current conditions, most teachers were not sufficiently prepared to use digital technologies.[4].

In this regard, the issues of training future teachers who have the skills and abilities of organizing the educational process in a digital environment, who use digital technologies in their professional activities and who know the features of the "digital generation" and the methods of its teaching and upbringing, are extremely relevant and become the subject of scientific and pedagogical research and widespread public debate.

Pedagogical universities are revising the training programs for bachelors in the pedagogical direction of training. The result of such activities should be a graduate with a high level of proficiency in working with digital devices, pedagogical technologies and methods of creating and using digital educational resources to improve the efficiency of the educational process.

Thus, the structure of the teacher's professional competence is supplemented by a new component - digital competence, and the level of the teacher's professionalism directly depends on the level of this competence. To solve this problem, it is necessary to form digital professional competence in future teachers.

Review of domestic and foreign literature. Considering the definition of the concept of "digital competence". "Digital competence is based on the continuous mastering of competencies (knowledge, skills, motivation, responsibility), the ability of an individual to confidently, effectively, critically and safely select and apply information and communication technologies in different spheres of life (information environment, communications, consumption, techno sphere), as well as his readiness for such activities"[5]. The authors emphasize the complexity of this phenomenon and emphasize the development of responsibility, motivation and the value sphere of a person as components for professional growth in a digital society, understanding by them the identification of a person's needs and desires, the degree of his readiness for development (motivational sphere) and determination of his attitude to the Internet. , the degree of his understanding and acceptance of the norms, rules and values of the digital world and his readiness to follow them (value sphere) [6].

N. P. Yachina and O. G. Fernandez define the digital competence of a teacher as "general professional competence and understanding of the general structure and interaction of computer

devices; understanding the potential of digital technologies for innovation; a basic understanding of the reliability and reliability of the information received, the ability to use programs for designing a training session”[8].

According to I. V. Gaidamashko and Yu. V. Chepurnaya, the competence under consideration is “the ability of an individual to critically, confidently, safely and effectively apply and choose info communication technologies in all spheres of life, as well as his readiness for such activities” [9]. VS Petrova, EE Shcherbik believe that the digital competence of a teacher is the skills of effective use of new technologies [10].

The specificity of pedagogical education at the present stage of development of society is the fact that the future teacher will teach the “digital generation” of students with specific characteristics of perception, memorization, thinking, motivation, behavior, etc.

Consequently, there will be a change in the principles, approaches to the formation of the content of education, forms and methods of teaching. V. I. Blinov, I. S. Sergeev, E. Yu. Yesenina and other scientists consider it important for a teacher to “understand the characteristics of the digital generation in order to rely on them in the educational process” [11].

The concept of "digital competence of a teacher" is also considered by foreign experts. The development of a complex of professional competencies of a teacher in the context of digitalization of education is carried out under the leadership of the Education Committee of the European Union, where in 2017 the Digital Competence of Educators (Dig Comp Edu) profile of teachers' digital competencies was proposed. It is of a recommendatory nature and describes 22 competencies, in which the main focus is not on technical skills, but on the teacher's ability to use digital technologies to improve the efficiency of the educational process [12, 13]. S. Kluser, S. Carretero, M. Giralvés, W. Okiff (2018) describe the practice of implementing the European digital competence system (DigComp), consisting of 50 case studies and tools [14].

G. Ottestad, M. Kelentrich (2013) define the digital competencies of a teacher as a set of components: general (general knowledge and skills that a teacher must have in order to function as digital educators); didactic (reflects the digital specificity in each subject) and professionally oriented (describes the digital features of the extended teaching profession) [15].

K. Zirera and N. Seal (2019) emphasize that the introduction of digital technologies in education will be effective if the leading place in it is occupied not by technology, but by the teacher and pedagogy: “The main focus of the responsibility of education has always been human development. A person in pedagogy is both a starting point of reference and an end result. This approach should be applied to the digitalization of education. Digital technologies cannot replace the pedagogical component of the educational process. Moreover, digitalization should be subordinated to pedagogy”[16].

E. Meyers believes that the development of digital technologies and tools requires new knowledge and skills from the teacher: the teacher must ensure that students master digital tools in order to advance the development of the younger generation and help them master the necessary competencies to expand the availability of new knowledge [17].

The University of Oxford conducted a study of pedagogical support systems for students in digital learning, which showed that teachers play a leading role in the development of new skills by their students”[18]. J. Yarbrough emphasizes that in the digital space it is “the teacher who

determines the pace of learning, the order of obtaining subject knowledge. The teacher is responsible for the progress of the student”[19].

Thus, a review of the works of foreign authors shows that the comprehension, description and structuring of the teacher's digital competencies, forming the professional digital competence of the teacher, is a priority area of scientific research and indicates the expansion of the content of his activities, changes in the requirements for training and conditions for professional development of pedagogical employee.

The analysis of scientific and pedagogical literature showed that the concept of "digital competence of a teacher" is not fully studied (there are no clear definitions of this phenomenon, its structure has been little studied). In our study, the digital competence of a teacher will be understood as a constantly updated environment for the improvement of digital technologies, a set of competencies necessary for a teacher to carry out professional activities in a digital educational environment, and we will propose a component content of this concept.

Methodological base of the research. The methodological basis of this research is the competence-based, system-activity and personality-oriented approaches.

The current stage of development of the domestic system of vocational education is characterized by the implementation of a competence-based approach, which acts as the methodological basis of state educational standards of higher vocational education and is a necessary condition for the modernization of the system of higher vocational education in accordance with world trends, focusing on the activity side of the result and the practical component of the educational process at the university. ...

The competence-based approach is more specific, mobile and, most importantly, practical and universal. It is as close as possible to the realities of life and is directly aimed at shaping students' holistic experience in solving life problems, performing key functions, social roles, and competencies. Its practical implementation will make it possible to educate a person not only trained, but also a learner, ready to learn and retrain throughout his life, able to live productively and act in a complex dynamic environment [22].

According to A. V. Khutorsky, the essence of the system-activity approach lies in the fact that knowledge, skills and abilities are considered as derivatives of purposeful educational actions, since they are generated, applied and preserved in the process of purposeful activity [24]. In the context of the digitalization of the higher education system and the need to form digital professional competence of the future teacher, the system-activity approach to the study of this phenomenon acquires special relevance.

The digital transformation of education is proceeding rapidly, the list of digital technologies for the implementation of the educational process is constantly being updated and expanded.

Achieving a student of the level of digital competence necessary for professional activity presupposes the acquisition of not only the skills and abilities of organizing the educational process in a digital educational environment, but also the achievement of personal skills and abilities in this area, reflection of their activities, and the development of motivation for further study of digital technologies. In these conditions, the training of future teachers should contribute to the development of their readiness to carry out activities with the prefix "self": independence, self-motivation, self-education, self-development, self-determination, etc. L. M. Andryukhina, N.

V. Lomovtseva, N. O. Sadovnikova note that “the priority tasks include the value-semantic conceptualization of the digital transformation of education ... the development of models for motivating teachers based on a personality-oriented approach, the transition from non-systemic innovations to building an ecosystem of digital education” [25] ...

Analysis of scientific and pedagogical literature and research results in the field of digitalization of education, consideration of the concept of "digital competence of a teacher" from the standpoint of competence, system-activity and personality-oriented approaches allowed the author to draw conclusions about the component composition of the considered competence.

Research results

Comprehension of the theoretical analysis of scientific and pedagogical literature and the application of the above methodological approaches to disclose the component composition of the digital competence of the teacher led to the conclusion that the structure of the competence under consideration can be represented by components that take into account the characteristics of professional and pedagogical activity: motivational-personal, cognitive, activity-based and reflexive- estimated.

The motivational and personal component of the digital professional competence of a teacher in modern conditions is of particular interest, since it reflects a person's conscious need for the use of digital technologies in professional activities. The first category includes the learning activity itself and the process of its implementation (cognitive interests, mastering new knowledge, skills, and abilities). The second is related to the need for communication, in assessing the approval of feedback. The motivational component of digital professional competence can be defined as the sum of internal external motives for their future professional activities, characterized by the desire of the future teacher to use digital technologies, the desire to improve in this area, the formation of an internal desire to achieve success in solving non-standard problems.

Cognitive component. The importance of this component in the professional activity of a teacher is noted by many scientists. The cognitive component as the presence of relevant integrated knowledge, the ability to constantly improve it, the readiness for creative activity, the possession of flexibility and critical thinking, the ability to analyze the professional situation and reflection.

We present the cognitive component as a set of methodological, theoretical and technological knowledge that combine general knowledge in the field of computer technology and pedagogical knowledge on the use of computer technology and are used in solving professional problems. DV Dudko [30] believes that the cognitive component of the teacher's professional activity is the readiness to constantly improve his educational level, the need to actualize and realize his personal potential, the ability to independently acquire new knowledge and skills, the desire for self-development, constant enrichment of his professional competence.

Based on the analysis of the work of scientists, we will consider the cognitive component of digital professional competence as a set of theoretical knowledge, skills and abilities of a future teacher, which includes the ability and readiness to master basic and special knowledge, skills and abilities in the field of digital technologies for the effective construction of the pedagogical process. with the use of digital teaching tools, including the skills of building a digital communication process between participants in the educational process, professional capabilities and thinking, the use of an individual pedagogical style in solving professional problems,

knowledge of the characteristics of the "digital generation" and approaches to their education and upbringing.

Activity component. The activity component determines the operational essence of the knowledge and skill being formed as a result of mastering the methods and techniques of activity; as the ability of a person, based on knowledge and skills, to perform any activity or action in changing conditions. An activity component as an active use of the possibilities of new information technologies and a computer in professional activity, as a factor in the development of information culture, self-development, as well as the process of forming the same qualities in students.

Having analyzed the approaches of various scientists to the definition of the concept of this component, we will assume that the activity component consists in the practical embodiment of the professional and pedagogical knowledge of the future teacher, his intellectual, cognitive, technical, design and technological skills; the necessary skills for the effective implementation of digital technologies in the educational process, for an informed choice of digital content, ensuring digital security and health standards and rules for the use of digital devices; in mastering the skills of creating your own digital content; in acquiring the skills of organizing communication between participants in the educational process, etc.

This component of digital professional competence is currently under intensive development.

The reflexive-evaluative component of digital professional competence includes the ability to analyze and self-analyze the activity being performed, to agree on goals, methods and results obtained, to be aware of one's own style of activity, readiness for its creative change, readiness for self-improvement and self-development, skills and abilities of self-control, self-regulation, self-awareness of self-realization ... The teacher's ability to reflect largely determines the success of his professional actions in new conditions for him. Therefore, the importance of pedagogical reflection especially increases in innovative activities.

In the context of digital education, the reflective-evaluative component makes it possible to realize the professional difficulties arising in the process of mastering digital technologies, to realize the level of readiness to use these technologies in the educational process and the degree of satisfaction with such activities.

CONCLUSION

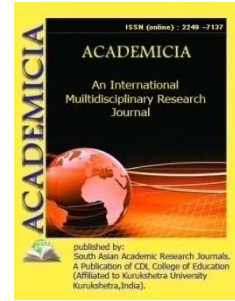
This work opens up opportunities for further research in the field of determining the structure of the phenomenon of "digital competence of a teacher", which is one of the components of the professionalism of a modern teacher that meets the requirements of society in the digital economy. The proposed component composition of the phenomenon of "digital competence of a teacher" can be used as the basis for the development of elective courses for students of the pedagogical direction of training, programs of advanced training courses and additional education for teachers.

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INTRODUCING PRIMARY SCHOOL STUDENTS WITH THE CONCEPT OF “SHARE AND FRACTION” BY USING INNOVATION TECHNOLOGIES IN MATHEMATICS LESSONS

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ABSTRACT

This article examines that the method of using educational technologies in process of teaching the concept of share and fraction and developing methodical recommendations in primary school mathematics lessons. Furthermore, creating a system for teaching the concept of share and fraction and explaining the usage of that system in the subject of mathematics in primary school.

KEYWORDS: *Mathematics, Share And Fraction, Innovative Method, Fraction, Pedagogical Technology, Simple Fraction, Primary School, Half, Quarter.*

INTRODUCTION

In the era of globalization, the development of science around the world has become one of the key factors in the rise of society and one of the global challenges of the 21st century is characterized by the introduction of innovations and scientific advances into the economy.

Education is rising to a new level, students' knowledge is expanding, and getting information is becoming easier, so in the process of such growth, the lack of use of innovative technologies in teaching reduces the effectiveness of education.

First of all, let's clarify the concept of “technology”. This word came into science in 1872 in connection with technical progress and two Greek words - “technos” - art, skill, craft, and “logos” (logos) - science, meaning, “craft science”. However, even this expression does not fully describe the modern technological process. The technological process involves the execution of a certain sequence of operations, always using the necessary tools and conditions. More precisely, a technological process is the activity of a worker (working machine) to create a product as a result of the gradual exposure of labor objects (raw materials) to the tools of labor. If we translate this definition into a research topic, that is: Pedagogical technology is the process by which a

teacher (educator) influences students in certain contexts through the use of educational tools and, as a result of this activity, forms in them pre-defined personal qualities.

It is well known that the concept of technology was introduced in America and Western Europe in the 1960s in connection with education reform. So far, the technologies of B. Bluj, J. Corol, P.Y. Galperin, V.I. Davidov, L.I. Zankov, Charles Temple, and Jenny Steele are popular. Technological approaches to the organization of teaching have been researched by many psychologists and didactics, such as B.P. Bepalko, G.S. Sukhobskoy, T.V. Kudryavtsev, M.I. Mahmudov, T.N. Ballo.

T.N. Ballo. – while defining the concept of pedagogical technology, it is considered as a task-oriented approach to the teaching process, L.V. Zankov, T.Y. Galperin step-by-step teaching, G.K. Selevko and other authors evaluate it as a meaningful generalization.

At the same time, research institutes, public educational institutions and universities working in the field of pedagogy are need to create the most optimal model (regardless of their form, method and means) for the design of the educational process, which will be organized in all types of educational institutions. There have been some successes in this regard, we can find out the information about which reveal pedagogical technology and its essence through the literature created by B.P. Bepalko, M.V. Klarin, J.G. Yuldashev, M.O. Ochilov, N. Saidakhmedov, K. Zaripov, N.N. Azizkhodjayeva, O'.Q. Tolipov, M. Usmonbaeva and others. Our study focused on learning methodology of educational technology in elementary math classes. Scientists such as A.M. Pishkalo, V. Monoxov, Y.M. Kolyagin, L.P. Stoylova, N.Ya. Vilenkin, I.K. Andronov, N.G'aybullayev, M. Tajiyeu, J. Ikromov, N. Hamidova, B.S. Abdullayeva; boshlang'ich sinflar matematikao'qitish metodikasifaniga N.B. Istomina, A.M. Pishkalo, M.I. Moro, M. Bantova, L.Sh. Levenberg, M.Y. Jumayev, R. Ibrohimov, A. Sodiqova, Z. Tadjiyeva, Sh. Rayhonov, N. Bikbayeva, M. Zayniddinova, O. Xalillayev, A. Nurmetov have made a significant contribution to the foundations of the basic science of elementary mathematics.

In research to improve math teaching in the primary grades, scholars have conducted research on topics such as stratified mathematics teaching in the primary grades (N.U. Bikbayeva), methods of using graphic representations in solving mathematical problems in primary school (L.Sh. Levenberg), logical preparation of young students in mathematics in grades 4-5 (T. Kamolova), problems of activation of educational activity in mathematics lessons of primary school students (SH.R. Rayhonov), problems in developing students' understanding of quantities such as length and surface in the elementary grades (M. Salixova), formation of quantitative, statistical knowledge elements in small school age children (N. Xoliqova), to form the numeracy skills of primary school students using a system of oral mathematical exercises (M. Zayniddinova), didactic bases of formation of cognitive activity in primary school students (R. Ibragimov), a system of creative assignments in elementary math lessons (F. Qosimov).

Innovation means a change in the internal structure of the system, an important part of practice and theory. Implementation of scientific ideas and their technologies includes the content side of the innovation process.

Today, the scope of information has greatly expanded. If the teacher does not work on himself, the previous knowledge will not be enough. When the topics of the lessons are connected with the sharp events of daily life, the use of various innovative technologies, the lesson will become interesting for the students, the acquired knowledge and skills can be remembered. The teacher

should use innovative methods of teaching students to improve their mathematical literacy by organizing interdisciplinary math lessons.

A number of studies have addressed the pedagogical, psychological, and methodological challenges of using educational technologies in education. Education is the key to future success, so, today's student must be able to fully participate in the life of this society as a member of a democratic society in the future, to fully meet the requirements of today's market economy. At a time when the flow of information is growing rapidly, when various innovations are rapidly entering our lives, it is important to teach a person who has independent critical thinking skills, who always ready to learn new things, who do not afraid of cooperation and can communicate freely, should be the main goal of the educational process and opening the way for the use of new technologies in education in this regard is the right step towards achieving the goal. Interactive methods, which are an element of new technology, are widely used today.

In the current situation, it is time to accelerate the transition of mathematics to primary school, to use a variety of methods to engage students in science. Just as there are innovations in our lives, there are innovations in the educational process. The use of educational technology, especially during the teaching of mathematics in the primary grades, further enhances the quality of education. The use of educational technologies is also effective in the teaching of shares and fractions in elementary school mathematics. Because students face many challenges in learning and working with shares and fractions. It is known from psychology that figurative thinking is well developed in students at a young age. Therefore, I think it will be better if the knowledge given to them is explained on the basis of pictures, drawings and interesting games.

Creative assignments play an important role in cultivating independent thinking and creativity in students. Observations and experiments show that primary school students have difficulty completing tasks on shares and fractions. Effective use of educational technologies in the performance of such educational tasks requires the use of innovative technologies in the teaching of mathematics. Therefore, the topic chosen in this context is relevant.

Mathematics is a very interesting science, but it also has some challenges. One of the most difficult topics to teach, especially in the primary grades, is to teach the concepts of shares and fractions using innovative technologies, to expand students' imagination, to form their knowledge and skills, and to perform exercises on shares and fractions serves to enhance their skills.

Teaching students "share" and how to describe it in words or numbers begins in Grade 2. Explaining the concepts of half, quarter and half quarter to students through natural, visual and multimedia examples is effective in creating an understanding of the share. It is said that the concept of fraction is formed by dividing, cutting and breaking different things into equal parts. Before primary school, that is, in preschool, children are given a basic understanding of the concept of share and fraction. For example, they have divided apples, watermelons, cucumbers, bread, etc. into several equal pieces and of the basic concepts of share and fraction. Therefore, it is planned to introduce children to shares and their notation, to teach them to compare, to solve problems of finding numbers by shares and fractions. All of the above issues will be explained in a visual way. In the 2nd grade textbook, the concepts of shares are explained in the example of cake, ribbon and circles. As the teacher introduces students to the concept of share, they can first cut out 4 identical circles from colored paper and use them on a demonstration basis. The circles

are in 4 different colors: red, green, yellow and black. This can be done at the student desk. Puts circles on top of each other. 4 circles are equal. Takes a yellow circle, folds it evenly and cut along the folded line. 2 semicircles are formed. That's half of the whole circle or part of two. Similarly, the other two circles are divided into 4 and 8 equal parts, and concepts such as "a quarter" and "one-eighth (half a quarter)" are introduced to the students. The use of computer technology to make the concept of the sharing more understandable to students works well. Dividing the circle into 2, 4 and 8 equal parts and giving one part to the student, leads to a solid mastery of the concepts of "half", "quarter" and "half quarter".

First of all: students should be given theoretical information:

A share is a part of a whole divided into equal parts.

Half is one of the two equal parts of any whole thing.

Real-life examples should be used to give students a realistic idea of the share. For example:

- Take half a tablet in the morning and half in the evening as directed by your doctor;
- One apple is eaten equally by 4 friends;
- A glass can hold a quarter of a liter of water.

It is also important to show the students the percentage of the number on the computer, using various diagrams.

In Grade 3, students are taught simple fractions and simple decimals.

In explaining simple fractions to the student, the student must have a deep understanding of the meaning of fractions in order to master his writing and reading of fractions. The student should have a clear idea of the numerator of the fraction, the denominator of the fraction and the line of the fraction.

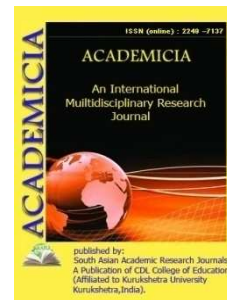
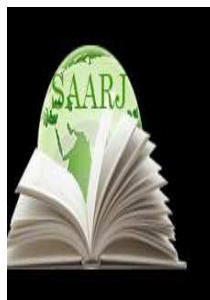
The denominator of a fraction is how many parts it is divided into, and the numerator shows how many of these fractions are taken. Fractional line means dividing.

It is precisely in the formation of the concepts of shares and fractions that animated images and animations play an important role in broadening students' imaginations. Because of the complexity of topic, it takes a long time to explain it to all students at the same time. Through multimedia, presentations and various exhibitions, students can gain insights into the topic, there will also be an opportunity to save time during the lessons that is, less time will be spent explaining the topic and helping students master the topic. Students will be able to see the share and fractional shapes in color on the screen, the possibility of seeing its properties with the help of examples will increase, the visibility will be provided. Explaining the lessons in this way increases students' interest in subject and makes the lesson more effective, in this way, the tasks set in forth in the National Training Program will be fulfilled and the goals will be achieved.

In conclusion, in lessons using innovative technologies, students will be able to demonstrate their ability and potential, will have the skills to work in a team, will learn to respect the opinions of others. And, this will increase the effectiveness of the lesson and ensure the quality of education.

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CHARACTERISTICS OF OIL AND GAS EXPLORATION AND DEVELOPMENT COSTS OIL AND GAS FIELDS

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ABSTRACT

The article shows the main aspects of the formation and development of the characteristics of oil and gas exploration and development costs oil and gas fields. Such concepts as completeness of oil recovery increase in oil and gas reserves and depth of oil and gas processing are considered. Evaluation of geological and economic efficiency of geological exploration and fundamentals of accounting for oil and gas producing enterprises are presented.

KEYWORDS: *Oil and Gas, Costs, Geological Exploration, Development Costs.*

INTRODUCTION

Oil and natural gas are among the main minerals that have been used by humans since ancient times. Oil is a specific commodity, a monoproduct, which differs in its qualitative characteristics. In fact, there is only one area of oil use – oil refining. Oil refining products-gasoline, diesel fuel,

kerosene, fuel oil, lubricants, coke, paraffin for example, bitumen is used in many sectors of the economy, the most massive of which are transport and energy. A number of products obtained from petroleum products are irreplaceable (lubricating oils, bitumen, paraffin).

Natural gas has economic advantages over other energy carriers. First, due to the presence of significant reserves and the relative cheapness of its extraction and transportation. Second, the conversion of natural gas into chemical products requires lower costs compared to the use of petroleum raw materials, not to mention coal [1].

Main body. In the field of exploration, production and refining, the state is interested in developing the oil industry in the following main areas:

1) *Completeness of oil recovery.* An oil field has its own life cycle, in the last stage of which there is a significant flooding of the extracted products, respectively, the costs of oil extraction and treatment increase. The company's interest lies in the fact that the field is fully developed, and at the time of well completion, there should be no oil left in the subsurface that could still be extracted. The interest of oil producing companies is in the most efficient development of the field. Efficiency in this case means getting the maximum level of return (profit) from development deposits. If we assume that the company cannot determine oil prices, it still has cost management at its disposal. At the last stage of the well's life, costs may increase to a level higher than the selling price. In this case, it would be more rational to eliminate the wells until the reserves are fully recovered. The state has two tools at its disposal to influence companies to comply with their interests-taxation and direct coercion: the tax rate on mineral extraction currently does not depend on the stage of the well's life cycle» this does not contribute to the convergence of the interests of private capital and the state; production volumes are determined in the license agreement for oil production. Failure to comply with the license terms is a reason for revocation of the license.

2) *Increase in oil and gas reserves.* Replenishment of reserves (exploration) and preparation of reserves for extraction are vital for the continuation of the activities of both the government and private companies.

For the state replenishment reserves has value, as from the side strategic security, as well as with parties to 'tax authorities' receipts (income tax mining useful ones mineral resources, export operations duties, income tax). The ability to replenish the prepared reserves determines the company's ability to continue its operations in the long term. The simplest criterion for sustainability can be the increase in reserves based on the results of the reporting period: the increase should be at least as high as production for the period. The interests of the state and firms in this case coincide. In relation to geological exploration, the fiscal and authoritarian tools of the state work as follows [2]:

- Exploration costs are deductible for the purposes of calculating income tax;
- The scope and content of exploration activities that are required to be carried out is fixed in the license agreement for a specific site;
- based on this, we can characterize the current situation as managed by the state, and the lack of incentives is explained by the initial interest of firms in increasing the resource base.

3) *Depth of oil and gas processing.* The depth of processing is determined by the amount of products that can be obtained from 1 ton of oil or 1 m³ gas supply. The state's interest in increasing the depth of refining is based on the resource-saving side of the problem: if we assume that the demand for gasoline, for example, is known in advance, then this demand can be met with as little oil as possible if it is processed more fully. However, the construction of plants that increase the degree of processing requires significant capital investments.

Geological exploration works

Geological exploration activities work (more – GEW) they are conducted for the purpose of identifying oil-bearing subsurface areas, detailing data for exploration and production drilling, calculating and clarifying reserves.

Results of the event GEW data on oil reserves, as well as information related to determining the most efficient well placement and production method, are considered (if they are effective). Thus, GEW for the most part are future expenses.

In accordance with the Temporary Regulations on the stages and stages of geological exploration for oil and gas, depending on the tasks they face, the state of exploration of the oil and gas potential of the subsurface is divided into on:

Regional;

Search and evaluation center;

Exploration site.

The main purpose of *regional* geological and geophysical research is to study the main regularities of the geological structure of poorly studied sedimentary basins and their sections and individual litho logical and stratigraphic complexes, assess the prospects for their oil and gas potential, and identify priority areas and litho logical and stratigraphic complexes for setting up oil and gas exploration operations at specific sites.

The regional stage of subsurface exploration precedes the search and evaluation stage and is carried out as long as there are favorable prerequisites for the discovery of new promising complexes at undeveloped depths and oil and gas accumulation zones in poorly studied areas. Within oil and gas bearing areas, regional operations can be carried out simultaneously with prospecting, evaluation and exploration activities.

Goal of *search and evaluation works* is the discovery of new oil and gas fields or new deposits in previously discovered fields and the assessment of their reserves in the sum of categories C₁ and C₂. The search and evaluation stage is divided into the stages of identifying search drilling objects, preparing objects for search drilling, and searching and evaluating deposits.

Goal exploration stage is learning characteristics of deposits (deposits) that provide drawing up technological scheme of development (project pilot operation oil field (deposits) or a project for pilot operation of a gas field (deposits), as well as clarification of field characteristics operational facilities in progress development projects. The objects of work are oil and gas fields (deposits).

Evaluation of geological and economic efficiency of geological exploration

Evaluation of geological and economic efficiency is based on indicators that characterize the results of exploration [3]:

Number of wells drilled or projected;

Increase in reserves of categories C_1 , C_2 , t;

Exploration drilling volume, m;

Search costs, mln. rub.

The volume of exploration drilling is the total square footage of all drilled or projected exploration wells in a field (deposit).

Inventory growth is taken as actual or projected.

Search costs they include the costs of all types of geological exploration: preparation of structures for drilling, drilling costs, and other activities. Drilling costs include the total cost of well construction based on a consolidated financial estimate. The costs of preparing the structure for exploratory drilling and the amount of geophysical work performed are determined based on the data of geophysical reports on the preparation of the object.

Specific indicators of geological and economic efficiency are calculated based on general exploration indicators:

Reserves growth per 1 m of sinking, tn / m;

Increase in reserves per 1 well, tn/sq.m.;

Inventory growth by 1 thousand rubles of costs, tn /1000 rubles. ;

Preparation costs for 1 ton of reserves, RUB / ton.

Increase in reserves per 1 m of penetration (I_r/m) is determined by dividing the increase in reserves by drilling volume (Q_m):

$$I_r/m = Q_r/Q_m$$

where Q_r – expected increase in recoverable reserves of the category $C_1 + C_2$.

Increase in reserves per 1 well (I_r/well) defined by dividing the increase in reserves by the number of drilled wells.

$$I_r/\text{well} = Q_r/n$$

where n – number of projected exploration wells.

Inventory growth per 1,000 rubles of expenses ($I_r/1000 \text{ rub}$) defined by dividing the increase in inventory by the amount of exploration costs:

$$I_r/1000 \text{ rubles} = Q_r/C$$

Where C – is the cost of search operations.

Preparation costs of 1 ton of increment (C_t) reserves are determined by dividing the total cost of search and development-exploration activities works performed in thousands of rubles by the amount of received data stocks in tons.:

$$C_t = S/Q_r.$$

Cost of one meter of drilling (C_m) defined by dividing the amount of exploration drilling costs by volume penetrations (Q_m):

$$C_m = S/Q_m.$$

Oil and gas field development costs

The development and operation of oil and gas fields includes a scientifically based production process for extracting hydrocarbons and related minerals from the subsurface, the process of designing systems for developing oil and gas deposits, the mutual location of the bottom holes of production, injection, reserve and other wells, drilling the field in accordance with approved technological documentation, and the development of oil and gas reserves [4].

Development it should meet the needs for oil and gas at the lowest cost and while achieving the maximum possible oil recovery, and depending on specific geological and physical features, it can be carried out either under natural conditions or with an impact on productive formations [5].

Regulation developments depends on the relative location of production and injection wells, the distance between them (drilling density), the volume of injected water and liquid extraction in production wells. Monitoring for development It is implemented by various research projects in in wells and on the surface, appropriate adjustments are made if necessary. Project development payment is made on the basis of multivariate options economic calculations.

Fundamentals of accounting for oil and gas producing enterprises

One of the most common methods of accounting for oil and gas producing enterprises in the world practice is accounting in accordance with generally accepted accounting principles (US GAAP) [6]. The main document is Regulation No. 19 "Financial accounting and reporting by oil and Gas Producing enterprises"(hereinafter-IAS 19). Currently, two accounting methods are common:

- Effective cost method (Successful efforts method);
- Full cost method (Full cost method).

The effective cost method is more often used by large companies, and the full cost method, respectively, is mainly the choice of medium-sized companies due to the greater simplicity of accounting.

Here are the main principles of accounting using the effective cost method in comparison with the full cost method. The main cost elements are:

- Acquisition of rights to subsurface areas (acquisition costs);
- Exploration (exploration costs);
- Preparation (development costs);
- mining (production costs).

According to with IAS 19 rights to subsurface areas include ownership as an owner or lessee, a concession or other rights to produce oil or gas under the terms stipulated in the transfer of the relevant right. Rights to subsurface areas include in as well as royalties and payments operational level natural resources carried out in the form of oil or gas, and other participation rights in

subsurface areas used by others by companies, not directly entitled to land plot operation subsurface resources. Rights to subsurface areas include the following: agreements with by foreign governments or authorities, in accordance with the which the company participates in the operation of appropriate ones land plots or otherwise acts as an enterprise that is assigned the function of managing the development of mineral resources. to extract overlying areas inventory levels.

The cost of acquiring rights to subsurface areas is capitalized in time of occurrence, outside of depending on, are located they have proven reserves or no. Data costs include:

- Purchase of licenses.
- Related legal costs (commission to brokers. lawyers, transaction costs).
- Internal department costs.
- Other acquisition costs.

Costs incurred after the acquisition (for example, lease payments and taxes) should be written off for the current period.

In accordance with the full cost method, both costs incurred at the time of origination and expenses incurred at the time of origination are subject to capitalization. and subsequent costs associated with subsurface areas.

Costs of geological exploration. In accordance with the effective cost method under US GAAP, exploration activities are divided into "drilling-related" and "non-drilling" exploration wells and exploration-type stratigraphic wells. The costs of geological exploration and geophysical work (not related to drilling), maintenance and conservation of untreated subsurface areas should be written off as expenses of the current period at the time of occurrence, with the exception of certain seismic surveys (2D and 4D), which are carried out in areas with proven reserves in order to determine the points of operational risk. drilling operations and specifying field boundaries.

Costs of drilling exploration wells and stratigraphic wells of exploration type should be capitalized together with uncompleted wells and equipment and structures prior to receiving confirmations that were made in whether or not proven reserves have been discovered as a result of drilling such wells. If proven reserves have been identified, the capitalized cost of drilling the well should be part of the cost of items such as wells, ancillary equipment, and facilities businesses (even if by default after drilling, the well is not translated part of the operating system if the well has not found any proven losses due to the cost of drilling the well, less its residual value (if any), is capitalized.) they are written off as expenses for the current period.

According to the full cost of capitalization method subject to all costs exploration expenses, both related to exploration drilling and non-related:

- Geological exploration activities works
- Geophysical research
- Acquisition of geological and geophysical information from third parties
- Exploration wells and exploration-type stratigraphic wells
- Dry wells

Preparation costs. In the extractive industry, development usually refers to activities related to the construction and preparation of extractive production facilities and infrastructure for operation. In accordance with the effective cost method under US GAAP, the cost of preparing subsurface areas should be capitalized as part of the cost of wells and related equipment and facilities. Therefore, all costs of drilling and constructing production wells, stratigraphic production wells, and maintenance wells are preparation costs and are capitalized independently. depends on whether the well is productive or not. Cost of acquisition or construction of auxiliary equipment and structures used in oil production activities, also it must be capitalized. Examples of auxiliary equipment and structures include seismic, drilling, construction and earthmoving equipment, machinery, repair shops, warehouses, and supply departments, camps and administrative offices. In terms of development costs, full-cost accounting is fully consistent with using the method effective costs.

Production costs. In accordance c using the method Using the US GAAP full cost method, it is generally assumed that the production phase of the project is determined by the effective cost method and the US GAAP full cost method, close in point of sale primary water tank outlet valve storage of extracted data raw materials. Production costs are the costs incurred for operation and well maintenance businesses, and also about equipment and structures, including depreciation and expenses for operation of auxiliary equipment and structures, as well as other costs for the operation and maintenance of such wells and related equipment and structures. Examples of production costs (sometimes referred to as extraction costs) are:

- Labor costs for operation wells, equipment buildings and structures;
- Repair and maintenance;
- Materials, raw materials, fuel and services used in the production of operating conditions wells and equipment and installations;
- Taxes on property and insurance expenses, related items to subsurface areas with proven reserves and wells, equipment and structures; depreciation.

Depreciation of the cost of acquiring subsurface areas, the cost of wells and related equipment is amortised using the unit of production method (flow method). The cost center for calculation can be either each subsurface area separately, or a reasonable consolidation of subsurface areas (field, basin) with a common geological structure or stratigraphic conditions [3].

Formula for calculating depreciation of costs for the acquisition of subsurface areas where proved reserves have been identified is as follows:

$$A = \frac{\text{Production}}{\text{PR}} \cdot \text{AEA},$$

where: A – the amount of depreciation (write-off) of costs for the acquisition of subsurface areas with proven reserves; Production – the tonnage of oil produced during the reporting period (year, month); PR – proved reserves as of January, 1 of the reporting year; AEA –the amount of expenses for the acquisition of subsoil plots with proven reserves

Formula for calculating the depreciation of drilling costs and the cost of related equipment looks similarly, with the exception of used by inventory categories:

$$A = \frac{\text{Production}}{\text{PDR}} \cdot ACDA ,$$

where: A – amount of depreciation (write-off) of costs for development and arrangement of a subsurface area; Production – tonnage of oil produced during the reporting period (year, month); PDR – proved developed reserves as of January 1 of the reporting year; ACDA – amount of costs for development and arrangement of a subsurface area (with a deduction accumulated depreciation).

Subsurface areas with unproven reserves should be evaluated regularly in order to detect a decrease in their estimated value. The estimated value of a subsurface area is likely to decrease if, for example, a dry well has been drilled on it, and the company does not have firm plans to continue drilling. Also, the probability of a partial decrease in the value or complete depreciation of a subsurface area increases as the lease term approaches, if drilling has not been started on the subsurface area or on neighboring areas. If the results of the valuation showed a decrease in value, then the loss should be recognized by creating an estimate adjustment. Decrease the cost of subsurface areas with unproven reserves, the cost of acquiring each of which was sufficiently significant, should be determined separately for each subsurface area, and the loss should be shown by making an estimated correction. When an entity has a relatively large number of subsurface areas with unproven reserves and the cost of acquiring these areas separately is not significant, it may not be appropriate to assess the declared value separately for each subsurface area. In this case, the amount of the loss to be recorded and the amount of the estimated adjustments that need to be made to reflect a decrease in the value of subsurface areas will have to be determined by depreciation of such subsurface areas, either in aggregate or in groups, based on the company's experience in such situations and other information about factors such as the lease terms of such subsurface areas, the average lease term of subsurface areas with unproven reserves, as well as the relative share of those subsurface areas where proven reserves were discovered in the past [3].

When proven reserves are found in a subsurface area containing unproven reserves, the value of the corresponding subsurface area should be reclassified as a subsurface area with proven reserves. For subsurface areas for which a decrease in the estimated value has been determined, the residual value should be reclassified to the category of subsurface areas with proven reserves (with a deduction accumulated depreciation) [3].

Subsurface areas with unproven reserves should be evaluated regularly in order to detect a decrease in their estimated value. The estimated value of a subsurface area is likely to decrease if, for example, a dry well has been drilled on it, and the company does not have firm plans to continue drilling. Also, the probability of a partial decrease in the value or complete depreciation of a subsurface area increases as the lease term approaches, if drilling has not been started on the subsurface area or on neighboring areas.

CONCLUSION

If the results of the valuation showed a decrease in value, then the loss should be recognized by creating an estimate adjustment. The decrease in the value of subsurface areas with unproven reserves, the acquisition costs of each of which were sufficiently significant, should be determined separately for each subsurface area, and the loss should be shown by making an estimated adjustment. When an entity has a relatively large number of subsurface areas with

unproven reserves and the cost of acquiring these areas separately is not significant, then conducting an audit of the Company's operations should be considered. It may not be appropriate to estimate the declared value separately for each subsurface area. In this case, the amount of the loss to be accounted for and the amount of the estimated adjustment that must be made to reflect the decrease in the value of subsurface areas will have to be determined by amortizing such subsurface areas, either collectively or in groups, based on the company's experience in such situations and other information about factors such as the lease terms of such subsurface areas, the average lease term of subsurface areas with unproven reserves, and the relative share of those areas subsurface resources where proven reserves have been discovered in the past.

When proven reserves are found in a subsurface area containing unproven reserves, the value of the corresponding subsurface area should be reclassified as a subsurface area with proven reserves. For subsurface areas for which a decrease in the estimated value has been determined, the residual value (cost of acquisition, net of tax) should be reclassified to the category of subsurface areas with proven reserves. estimated value amendments); for subsurface areas that are amortized by making changes cost adjustment based on the total based on, the total cost of acquisition is subject to reclassification.

In accordance with the full cost method, it must quarterly the so-called "Ceiling test" is performed», which it is intended to prevent exceeding the general terms and conditions. capitalized costs over the company's fair value. The main elements of the calculation include:

Capitalized costs less accumulated depreciation and deferred taxes,

Present discounted value (Present Value) future cash flows from production of proven reserves;

Costs excluded from the depreciation calculation base (unproven sections);

The lowest of the cost and fair value of unproven amortized land plots;

Deferred taxes (the difference between the accounting and tax value of capitalized costs for subsurface areas).

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LINGUISTIC SEMANTICS – IN THE EYES OF THE WORLD LINGUISTS

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ABSTRACT

This article describes scientists who have contributed to the formation of semantics as a separate linguistic field, its historical stages and formation as a sphere. Some opinions of scientists who conducted research to develop semantics for world linguistics were analyzed. Only by XIX century in the field of linguistics etymology began to pay attention to the issue of semantics, based on requirement for the definition and analysis of changes in word meaning. The semantic sphere of this period was characterized by a wide approach to historical laws, historical and comparative studies were formed. Until the end of 1950, the term "semasiology" was also widely used. Differences in the definition of a subject also lead to differences in the boundaries between semantics and other linguistic disciplines, especially semantics and pragmatics. Therefore, the subject of semantics should be considered with the greatest caution.

KEYWORDS: *Language, Language Unit, Semantics, Word Meaning, Semantic Change, Linguistic Semantics, Semantic Development, Semasiology.*

INTRODUCTION

Linguistic semantics occupies a special place in linguistics. After semantics began to stand out as a separate field of linguistics, disputes arose between scientists about the object and subject of its study. Linguists have conducted many studies for the industry development. As a consequence, there was formed a team of scientists who broadly and narrowly interpret linguistic semantics.

Despite the fact that the question of semantics was concentrated on ancient times as an independent sphere was studied by linguists in the XIX-XX centuries. Views on primary semantics were within the framework of semiotics and logic. In the further development of the semantics of Ch. Pierce, F. de Saussure, and C. Morris's views have a particular importance. In the researches of G. Frege, B. Russell, A. Tarsky, R. Carnap and other scientists, it is generally accepted that the question of semantics is related to the logic and thinking question.

Semantic considered as a part of grammar like phonography, syntax and morphology and other parts. Semantics as a linguistic sphere has its own research objects and topics. The semantics difficulty is that scientists involved in this field should be familiar not only with linguistics, but also with such issues of science as philosophy and psychology. There are several descriptions of semantics in the scientific literature, below are some of them.

Semantics (Greek. *semantikos* - denoting, expressive) — 1) the whole content, meaning, information expressed through language or any of its units; (word, grammatical form of a word, phraseology, phrase, ran) 2) linguistics department, which studies the spiritual aspects of different language units; semasiology. Some lexical items denote concepts and these concepts can only be expressed by complete sentences and their combinations. Consequently, the object of study of semantics is also a system of meanings of words and sentences, which are mainly complete and independent. Semantics as a science began to develop in the second half of the 19th century and has gone through several qualitatively different stages. Semantics is also used in information technology. [UzNE, 2000]

“There are various ways to learn meaning. **Linguistic semantics** – an attempt to explain the knowledge of any speaker who knows language, which allows the speaker to convey the truths, feelings, intentions, and imaginary products to other speakers, through which they communicate... Each person understands the basic conditions of a language - phrase, pronunciation, meaning and content of each element.” [Charles W. 1998]

Although semantics as a linguistic sphere was formed in relatively late periods, in fact it existed in ancient times but in those days semantics issues were considered within the philosophical thinking framework. Changes in the word meanings in certain cases, reflection of thinking in the language, problems of thinking and language development were investigated as philosophical phenomena in XVII-XVIII centuries. Only by XIX century in the field of linguistics etymology began to pay attention to the issue of semantics, based on requirement for the definition and analysis of changes in word meaning. The growing interest of language in the second half of XIX century, not only in the sound, but also in the psychological side, determined the semantics authority as a field of study changes in word meanings.

“After the introduction of term "semantics" by french linguist Breal, the further development of semantics took place in the late XIX - early XX centuries. During this period, the activities of scientists Wundt, Rozvadovsky, Martinak, Yaberg and other representatives of various psychological areas in linguistics foundations of laws semantic changes have particular importance. By the 1910-1920s, attention to semantics increased.

Russian linguist T.V. Jerebilo in the article "Linguosemantic paradigm in relation to linguostilistics" in 1897, when french linguist Michel Breal introduced the semantic term in Paris to science, did not even know that linguistic semantics would become one of the main areas in linguistics of the 20th century. By the way, the study linguistic meaning units took place in ancient China several centuries ago, it was studied in the V-III centuries, ancient Greece and then in medieval European traditions and then by grammars and philosophers of the Renaissance. [Jerebilo, 2006:1-5]

In the late XIX - early XX centuries, semantics began to be studied within the framework of psychological linguistic directions. During this period, Wundt, Rozvadovsky, Martinak, Yaberg

and others put forward the idea of highlighting the semantic laws of development in connection with mental processes. In the 1910-1920s, attention to semantics increased. [Jerebilo, 2006:1-5]

But it is worth to note that at the end of the XIX century, linguistics at the beginning of the XX century paid more attention to covering only one side of the word meaning, that is, its etymological meaning. Etymological analysis compared this word with other same words or similar words in their native languages. The etymological meaning, in other words, this view of the etymology issue, is closely related to the name of Humboldt in XIX century linguistics.

Although semantics as a science began to develop in the second half of the XIX century, already at the beginning of the century, scientists such as H. Steintal, A. Potebnya and V. Wundt began to create a linguistic-gnoseological concept in this direction. Based on this, the semantics development can be divided into three main periods.

The first is a psychological and evolutionary stage, the main feature which is a wide evolutionary approach to linguistic semantics in folk culture and psychology. The views of Potebnya, Wundt and A.N. Veselovsky about the word and its meaning, the meaning development are also reflected in their works. For instance, Potebnya connects the development of thinking with language laws, in particular semantics. The main drawback of this period theorists is that the psychological approach dominated and logic turned out to be at the following levels.

The second stage is a comparative historical stage. At this stage, "semasiology" as a separate area of semantic linguistics (reflected in Russian, German and other works by M. M. Pokrovsky) or "semantics" (in 1883, M. Breal, then in the works of other French linguists). The semantic sphere of this period was characterized by a wide approach to historical laws, historical and comparative studies were formed. Until the end of 1950, the term "semasiology" was also widely used. However, the question of the semantics origin, as we have already said, was resolved within the framework of ancient linguistic traditions. So, semantics problems played an important role in antiquity. In ancient China, dictionaries have been created with comments on hieroglyphs. For instance, the main purpose of the "Er Ya" dictionary of the III century BC was to interpret texts written during the Han Dynasty. The "Shuo Wen jiezi", compiled by Sui Shen, a scholar of the Eastern Han Dynasty in 121 BC, was first classified according to the meaning of the words. In Europe, ancient and medieval philologists have created glossaries for words whose meaning in written monuments is incomprehensible.

The development of linguistic semantics in the real sense began in the 1960s, currently occupies one of the central places in semantic linguistics.

The further development of the comparative-historical approach is characterized by giving deep importance to etymology. In 1966 O. N. Rubachev studied the semantic development of texture and pottery terms in ancient European languages. In addition, «Etymological dictionary of Slavic languages. Praslavian lexical foundation», E. Benvenist « Dictionary of Indo-European social terms», V. I. Abaeva «Historical-etymological dictionary of the Ossetian language» books have been published in his edition.

The third stage of linguistic semantics development begins around the 1920s. This stage can also be called a syntactic-semantic or logical-semantic stage, as it is characterized by the convergence of semantics with logic and philosophy, the determination of its place in syntax. At this stage, the following basic theoretical cases can be identified: 1) the objective being is not a

“thing”, relying on the views that determine the nature of events, it has been argued that the basis of a semantic nest is not a word but a sentence that is an expression of thought in language; 2) To restore "semantic simplicity," that is, to determine the meaning that underlies the origin of the primary, remaining meanings.

Semantic research that took place in the 50s of the XX century is associated with the name of V.A. Zveginsev. In Russian linguistics, he was the first who wrote a monograph entitled “Semasiology”. This monograph was not about Russian semantics, but about semantics in general. In the monograph, the scientist scientifically interpreted scientific works known before his time, and specified the main issues of semasiology. It was filled with new thoughts within the framework of lexical meaning, the meaning development, types of words in size, paradigmatic relations of meanings. However, questions about the types of lexical meaning and the semantic composition of meaning, the synthagmatic relationship of meanings remained open. Because so far these issues have not been considered. [Mirtojiyev, 2013: 20-25]

In the second half of the 20th century, D.N. Shmelev contributed to the development of semantic studies of Russian linguistics. In 1964, his monograph "Essays on the semantics of the Russian language" was published. Since then, L.A. Novikov has also done some research in this area. His book "Semantics of the Russian language" was published in 1982 in Moscow. It deals with issues such as the field and function of semantics, the lexical-semantic system and lexical meaning, the structure of lexical meaning and its analysis categories. [Mirtojiyev, 2013: 23-24]

The study of semantics in modern Russian linguistics has two main directions: strong (external) and weak (internal). Representatives of the strong semantics R. Montegyu, D. Lewiz, B. Parti, E. Kinen, X. Kamp, I. Hein etc., who dealt with formal semantics. Representatives of the weak direction are engaged in the semantics theory and component analysis of lexical meaning (J. Katts, J. A. Fodor, E. Bendix, Yu. Naida, M. Birvish, etc.) there is also a narrow and broad approach to semantics. [Jerebilo, 2006: 1-5]

With his research in the semantics in Uzbek linguistics, the scholar-linguist S. Safarov in the book "Semantics": “It seems that despite all these years (the term semantics existed in English as early as the 17th century), there has not been much change in the linguistic semantics. There are several reasons for this "permanent". Firstly, scholars looked at semantics, following M. Breal, as a science that dealt with the origin and change of word meanings and phrases. Secondly, semantics is still a science of lexical meaning, and its focus is on phenomena such as word ambiguity, antonyms, synonym relationships, homonymy series and valence possibilities.” [Safarov, 2013:14-15] It is clear from these considerations that it is still necessary to identify the subject and objects of semantics research as a linguistic field and to conduct serious research in this field.

When thinking about semantics, the Russian linguist Kobozeva notes that, like other disciplines, it has its own subject matter. However, it is not easy to determine the subject. Although most linguists believe that semantics studies the meaning of linguistic expressions, there is no generally accepted answer to the question of what meaning should mean. Differences in the definition of a subject also lead to differences in the boundaries between semantics and other linguistic disciplines, especially semantics and pragmatics. Therefore, the subject of semantics should be considered with the greatest caution. Linguistic department studying the content of semantic language units and speech fruits built from these units. [Kobozeva, 2000: 8-10]

In this article, we tried to briefly highlight the formation, development of semantics as a linguistic sphere and the research of world and Uzbek scientists in this field. It can be concluded that, despite the fact that a large number of research and scientific works have still been created in semantics, there is still enough work in this area.

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ADVANTAGE OF TREATMENT WITH INTRAVENOUS LASER BLOOD IRRADIATION IN CHRONIC TONSILLITIS

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ABSTRACT

Laser therapy (LT), using the healing properties of low-intensity laser radiation (LLLT), has long occupied a strong position in modern medicine due to its unique efficacy, the absence of side effects and specific contraindications, as well as its simplicity and low cost. Moreover, the scientific and practical basis of LT is actively developing, new, more effective methods and equipment for their implementation are being developed. Microcirculation is one of the first to respond at the tissue level to the effect of LILI, its activation is universal for all organs and accompanies their restructuring associated with the intensification of the specific functions of cellular components. The development of disposable sterile light guides KIVL-01 made it possible to make this procedure absolutely safe and comfortable for the patient. In the 20s of the last century in Germany and a little later in Russia, the method of ultraviolet irradiation (UFO) of blood became widespread. Thus, the entire set of changes observed in ILBI should be considered largely as a systemic response. Laser radiation acts only as an external factor triggering the mechanism through the system of nonspecific regulation and maintenance of homeostasis.

KEYWORDS: *Laser Therapy, Low-Intensity Laser Radiation, Intravenous Laser Blood Irradiation, Efficiency.*

INTRODUCTION

Modern laser devices make it possible to apply LT methods in the treatment of many diseases and pathological conditions, for which there were no effective methods of treatment until recently. One of the most widespread methods of RT is intravenous laser blood irradiation (ILBI), which is currently successfully used in almost all areas of medicine. Deep scientific study of the issue and the predictability of treatment results contribute to the use of ILBI both independently and in combination with other methods of therapy. It is difficult to find an analogue of ILBIs in terms of ease of use, versatility and efficiency. Numerous publications report on the positive results of using a helium-neon laser (continuous radiation of the red spectrum, wavelength 0.63 μm) in medicine.

However, modern devices based on diode lasers (for example, ALT "Matrix-ILBI") not only have better mass-dimensional and energy characteristics, but also, due to the optimization of radiation parameters, and are more efficient. The development of disposable sterile light guides KIVL-01 made it possible to make this procedure absolutely safe and comfortable for the patient. In the 20s of the last century in Germany and a little later in Russia, the method of ultraviolet irradiation (UFO) of blood became widespread. The procedures were carried out using ultraviolet lamps extra corporeally - the blood, irradiated by the light of the lamps, was pumped through special cuvettes. The method was conceived as a way to destroy microorganisms in sepsis, however, it almost immediately became clear that there was no direct bactericidal effect (it could not be implemented in principle), and later the method found application in diseases characterized by immunodeficiency and disorders of blood rheology, implying the non-specificity of UV action. -rays.

Unfortunately, such a morally outdated and complex technique is still being used today. It has been shown that the intravenous ultraviolet irradiation of blood has an effect comparable to the extracorporeal method: anti-inflammatory, desensitizing, analgesic and bronchodilating. In patients with COPD, dyspnea decreases, cyanosis disappears, active sputum discharge, a more rapid regression of the clinical picture, and accelerated healing of soft tissue wounds are observed. In patients with skin disease (psoriasis, dermatitis), involution is observed at the lesion sites. In diabetes mellitus, blood UVR causes a noticeable hypoglycemic effect. The advantage of the intravenous method is not only in greater ease of use, but also in the fact that in the course of treatment there are no side reactions, both local (phlebitis, thrombosis) and general (chills, changes in hemodynamic parameters).

In the early 60s of the XX century, lasers appeared - a much more convenient tool in the hands of a doctor, since radiation can be delivered to any place without loss. But most importantly, laser radiation, due to its monochromaticity, also turned out to be much more effective in terms of treatment results. Lasers have replaced lamps, which have replaced outdated sources everywhere, except for UFO blood. This is due not only to a certain conservatism, but also to the lack of lasers with the required parameters at an affordable price - they used what was available, not what was needed. In the early 80s of the last century, the method of intravenous laser irradiation of blood appeared - the unique properties of laser light made it possible to carry out intravenous exposure to the blood, which is much more effective, cheaper and easier. For the first time, the method itself was proposed by E.N. Meshalkin and V.S. Sergievsky (1981) in cardiac surgery, and already in 1989 by the Institute of Oncology Problems named after V.I. R.E.

In the ILBI technique, the radiation of the red spectrum (0.63 μm) was initially used, and not ultraviolet (UV), since, we repeat, only lasers with this wavelength were available. ILBI began to be associated only with continuous radiation of the red spectrum (0.63 microns), and the effect on blood with radiation of the ultraviolet range and only with external exposure to appropriate lamps. It's time to eliminate this misconception! It is time to get away from widespread practice, when the techniques are determined by the available technical capabilities, and not optimized based on their knowledge of the mechanisms of action of LILI and the regularities of regulation of biochemical, physiological and other processes in the human body. At present, the capabilities of modern equipment have grown many times over, there are all prerequisites for the implementation of a more correct approach to the development of new techniques and optimization of LILR parameters. The observed effects for LLLT, both UV and red, are similar due to their nonspecificity, but there are also some peculiarities. Research Center "Matrix" in conjunction with the State Scientific Center for Laser Medicine of the Federal Medical and Biological Agency of Russia and the Specialized Center for Surgery named after Acad. V. Vakhidov of the Ministry of Health of the Republic of Uzbekistan carried out a large-scale research work on the creation of the newest technology of laser therapy - ILBI-405 and a device for its technical implementation - the emitting head KL-ILBI-405 for the Matrix-ILBI apparatus. Laser therapeutic device "Matrix-ILBI" provides exposure to radiation with several wavelengths (from 0.365 to 0.9 microns) and power from 1 to 35 mW, which provides the most effective treatment modes. ALT "MatrixILBI" is the only device that allows intravenous laser irradiation of blood in the ultraviolet and red LILI spectra, as well as the use of the latest technology - ILBI-405.

Mechanisms of action of laser radiation on blood

Acting with low-intensity laser radiation for therapeutic purposes, something is not introduced into the human body from the outside, but only gently corrected, a system of self-regulation and maintenance of homeostasis is directed. This explains not only the exceptional versatility of the method, but also its high efficiency and safety, since only the regulation, direct or indirect, of the normal physiological reactions of the body is carried out. Most often, we are talking about the intensification of these reactions, which is the reason for the use of the term "stimulation", but sometimes it is important to weaken the excessive action of regulatory systems, and ILBI allows you to cause multidirectional reactions depending on the dose, the state of the body as a whole and the characteristics of the pathological process. Understanding of this fact, as well as knowledge of the mechanisms of action of LILI, provides an absolutely safe and most effective application of the method.

It is shown that after ILBI there is a response at three main levels: - activation of blood corpuscles (erythrocytes and immunocompetent cells); - changes in blood properties as a whole (plasma composition, rheological properties, etc.); - systemic response at the level of various organs and tissues. Thus, the entire set of changes observed in ILBI should be considered largely as a systemic response. Laser radiation acts only as an external factor triggering the mechanism through the system of nonspecific regulation and maintenance of homeostasis. And today a lot is known both about the very results of such influence, and, most importantly, about the patterns of the processes taking place. In particular, it was shown that the response of the biological system directly depends on the degree of absorption of LILR, i.e., it is important to determine the primary structure that absorbs the energy of the laser beam. Evaluation of the degree of

absorption of LILR with a given wavelength is fundamental for predicting the effect. Earlier, a model of thermodynamic interaction of LILI with intracellular components was proposed and substantiated, followed by the release of calcium ions inside the cell and the development of calcium-dependent processes. This approach allowed not only to unambiguously explain the existing effects both in vitro and in vivo, but also to explain numerous clinical results, trace the entire chain of physiological reactions of the body, substantiate effective laser therapy techniques and predict treatment results. Full correspondence of theoretical concepts to practical results allows us to consider the multifaceted aspects of ILBI mechanisms in this vein, taking as the initial thermodynamic mechanism of the development of calcium-dependent processes in blood components under the influence of LILI, namely: normalization of electrostatic relationships in the blood; - laser radiation restores the disturbed Ca^{2+} homeostasis on both sides of the erythrocyte membrane; - an increase in the concentration of Ca^{2+} under the influence of LILI leads to activation and increased proliferation of leukocytes. Studies have revealed numerous changes in blood properties under the influence of LILI at different levels. It was found that even a single laser irradiation of blood causes a significant and long-term (up to a month) change in a number of morphological and functional and biochemical parameters of blood, which are most pronounced on the 15th day after the procedure.

Microcirculation is one of the first to respond at the tissue level to the effect of LILI, its activation is universal for all organs and accompanies their restructuring associated with the intensification of the specific functions of cellular components. The non-specific nature of microcirculation enhancement under the influence of LILI allows us to consider it as a kind of indicator of the effect of LILI on organs and tissues. The reaction of the microcirculation system to the impact of LILI ensures the adaptation of local hemodynamics to the local needs of cells performing specific functions of organs, as well as long-term adaptation of trophic relations in tissue microregions. The latter is associated with the activation of neovasculogenesis, which is based on an increase in the proliferative activity of endothelial cells. Improvement of microcirculation and oxygen supply to various tissues when using ILBI is also closely related to the positive effect of LILI on metabolism: the oxidation of energy materials - glucose, pyruvate, lactate - increases. Intravenous laser irradiation of blood most actively affects almost all components of the immune system. If we analyze the data of numerous studies, which was done earlier, then the above changes can be combined into the following main mechanisms of ILBI therapeutic action: - correction of cellular and humoral immunity; - increasing the phagocytic activity of macrophages; - enhancing the bactericidal activity of blood serum and the complement system; - a decrease in the level of C-reactive protein, the level of medium molecules and plasma toxicity; - an increase in the content of immunoglobulins IgA, IgM, IgG in the blood serum, as well as a change in the level of circulating immune complexes; - an increase in the number of lymphocytes and a change in their functional activity; - an increase in the ability of T-lymphocytes to form rosette and DNA-synthetic activity of lymphocytes, stabilization of the ratio of the T-helper / T suppressor subpopulation; - increasing the nonspecific resistance of the organism; - improving the rheological properties of blood and microcirculation; - regulation of the hemostatic potential of the blood; - vasodilating action; - anti-inflammatory effect; - analgesic effect; - normalization of the ionic composition of blood; - an increase in the oxygen-transport function of the blood, as well as a decrease in the partial tension of carbon dioxide; - an increase in the arteriovenous oxygen difference, which is a sign of the normalization of tissue metabolism; - normalization of the proteolytic activity of the

blood; - increasing the antioxidant activity of the blood; - normalization of LPO processes in cell membranes; - stimulation of erythropoiesis; - stimulation of intracellular DNA repair systems in radiation injuries; - normalization of metabolic processes (protein, lipid, carbohydrate, intracellular energy balance); - normalization and stimulation of regenerative processes. Attention is drawn to the fact that all the effects caused by LLLT can be conditionally divided into two main directions: the immune system and trophic supply of tissues.

This fact is especially important in the framework of the considered aspect of the mechanisms of the biological action of laser radiation, namely: increasing the efficiency of laser action on blood by optimizing the LLLT wavelength.

Indications and contraindications for the use of ILBI Indications for intravenous laser blood irradiation are determined by the mechanisms of the biological action of LILI and the features of the clinical application of the method, which are presented in the corresponding special sections.

Contraindications It is necessary to pay attention to the fact that some contraindications for general clinical practice are by no means the same for narrow specialists working in specialized institutions or units. There are also a number of restrictions for conducting ILBI. The following contraindications are mentioned in the literature: - all forms of porphyria and pellagra; - photodermatosis and hypersensitivity to sunlight; - hypoglycemia and tendency to it; - acquired hemolytic anemias; - hemorrhagic stroke; - subacute period of myocardial infarction; - renal failure; - hemoblastosis in the terminal stage; - cardiogenic shock; - extremely severe septic conditions; - severe arterial hypotension; - hypocoagulation syndrome; - congestive cardiomyopathy; - febrile conditions of unknown etiology; - increased bleeding.

CONCLUSIONS

The most relevant for the development of the method is the transition to a more efficient and modern method of ILBI + UFOK, and in the near future - to the widespread introduction of the ILBI-405 technology.

Intravenous laser therapy can be performed in almost any hospital or clinic. The advantage of outpatient laser therapy is the reduction of the possibility of nosocomial infection development, a good psycho-emotional background is created, allowing the patient to maintain working capacity for a long time, while carrying out procedures and receiving full treatment.

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DETERMINANTS OF HOUSEHOLDS MUNICIPAL SOLID WASTE RECYCLING BEHAVIOUR IN MEKONG RIVER DELTA VIETNAM

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ABSTRACT

Households' participation in the initial act of municipal solid waste (MSW) recycling is drawing increasing attention from policymakers from developing countries. This paper aimed to analyze households' behaviour and determinants of MSW recycling in the Mekong River Delta (MRD) by employing ordinary least square (OLS) regression and Probit models. The data for this study were gathered through direct interviews with 578 MRD residents representing different levels of urbanization. This study reveals that the MSW recycling rate may increase up to seven times. Furthermore, results emphasize the importance of enhancing households' awareness and the roles of policymakers in monitoring recycling programs in the long term. Interestingly, while urbanization, environmental concerns, and members of organizations have a significant positive effect on recycling behaviour, households' education levels result in fewer recycling activities. Based on these results, this study proposes implementing an MSW recycling policy to encourage families to recycle by incentivizing the prices of recycled materials (such as plastic bags and newspapers) and improving the livelihoods of itinerant waste buyers in informal recycling systems.

KEYWORDS: *Awareness, Mekong River Delta, municipal solid waste management, recycling behavior, source-separation*

Highlights

Participation from the households may raise recycling rates by up to seven times.

Subsidies for recycled materials can encourage people to recycle more.

Quantity, rate, and decision to recycle are all influenced by the same factors.

Government intervention in the form of subsidies and propaganda is necessary to maximize recycling.

1. INTRODUCTION

Municipal solid waste (MSW) generation and recycling, implementation management policies are the primary responsibilities of local authorities in Vietnam and many other developing nations (Schubeler et al., 1996). Conversely, MSW recycling management is a complex endeavour that necessitates institutional capability and participation and collaboration from a wide range of corporate and public sector partners. Even though MSW management harms public health and the environment, it is still poorly managed in most developing-country cities due to a lack of government resources, financial investment, and insufficient technology and motivation. In addition, the growing amount of solid waste as a result of population growth and consumer demand has become a significant challenge for local governments, particularly in terms of waste management, with negative consequences for the environment now and in the future.

The majority of prior studies have focused on policies that have been put in place to manage MSW generation and recycling. For example, institutional and control mechanisms (Slack et al., 2009) set MSW regulations and have sanctions in place to deal with violations. On the other hand, several institutional initiatives have been enacted but have not resulted in increased compliance or better environmental quality (Stafford, 2002). Market-based approaches are more successful than institutional alternatives because they create incentives for people (Driesen, 2006). Negative incentives include sales tax, the "pay as you throw" policy, and fees based on the volume of MSW disposed of; positive incentives include subsidies or tax reductions for people and organizations whose activities minimize trash (Gellynck and Verhelst, 2007). Many countries have established policies that mix positive and negative incentives, such as deposit return systems (DRS) (Wagner and Arnold 2008; Mckerlie et al., 2006), and voluntary recommendations (e.g., voluntary involvement in recycling) (Werner et al., 1995; Palatnik et al., 2005). According to Zhuang et al. (2008). Segregation of MSW at the source is an effective approach for reducing trash. Germany, the United States, and Japan have implemented the classification of MSW as part of their waste management system. When Japan implemented a waste separation system, its overall volume of MSW dropped by 69% (Japan's Ministry of Environment, 2014).

Although numerous policies relating to MSW management have been implemented, the efficiency of these measures differs by country. For example, in some developing countries, a "pay as you throw" policy may fail due to an inability to estimate the quantity of MSW generated by families (Longe and Ukpebor, 2009). As a result, policy implementation or initiatives aimed at

reducing household MSW should be tailored to the needs of particular nations. According to the findings, at-source MSW (reusing and recycling a significant portion of garbage) has reduced the amount of MSW discharged into the environment. Although MSW at-source classification in Vietnam in general, and the MRD in particular, has not been implemented on a large scale and must still be based on several rules, several households have classified MSW in their own way by recycling and selling scrap from the garbage, creating a favourable environment for recycling activities and reducing MSW in Vietnam. However, there is a dearth of study on recycling behaviour and the variables that influence it, particularly in developing countries like Vietnam. As a result, this study addressed this issue and provided ideas to assist local governments in better managing garbage and increasing recycling. In addition, households with MSW source separation are expected to improve the program's efficiency.

2. Literature review and research methodology

2.1 LITERATURE REVIEW

Municipal solid waste current practices in Vietnam

Because the existing landfills are all congested, recycling is a crucial method to minimize the growing volume of garbage. In Vietnam, there are around 660 landfills that receive 20,200 tons per day. However, only 30% of them are classified as sanitary landfills (World Bank, 2018). The recycling goal is outlined in Management Strategy Decision 2149/2009/QD-TTg, issued on December 7th, 2009. The Prime Minister of Vietnam issued Decision 491/QD-TTg on May 7th, 2018, requiring all cities categorized in a specified level and urban-level 1 cities to have recycling facilities adequate for household categorization. The said Decision also mentioned that the remaining 85% of cities offer recycling centers to sort recyclables at home. Moreover, 90% of total daily-life generated in urban areas is collected and treated to meet environmental protection requirements; increase the ability to recycle, reuse, treat with energy recovery, or produce organic fertilizers; and reduce the proportion of MSW treated by direct burial to less than 30% of the collected waste. However, only around 10% of MSW is recycled, and only about 4% of MSW is composted, with the informal sector handling this portion through itinerant junk buyers. As a result, meeting the government's target is challenging.

The theoretical framework of research

This research is based on Fishbein and Ajzen's famous theory of reasoned action (TRA) (1975), which proposes an intention-behaviour link, referred to as the "intent-action gap." TRA assumes that people's actions are dictated by their desire to carry out the behaviour, which is impacted by their attitude toward the act and subjective standards. Because the contrast between action intention and behaviour should be stressed, the Fishbein–Ajzen model argues that the intention-behaviour link is critical when addressing environmental action. As a result, environmental policymakers will always have to ensure that people do what they say.

Environmental values, situational characteristics, and psychological factors are the three primary groupings of elements identified by Barr (2017) as influencing the decision to engage in trash environmental behaviour. Environmental values are a person's perception of the environment; they constitute a fundamental perspective of the natural world, and environmentalists are more environmentally conscious. The second factor is situational features, which indicate a person's

current circumstances and are crucial in determining their environmental activities. Furthermore, access to appropriate services (Ball and Lawson, 1990; Derksen and Gartell, 1993; Guagnano et al., 1994) or demographic parameters such as age, gender, education, and income are examples of situational characteristics (Hines et al., 1987; and Schultz et al., 1995).

Finally, while contemplating environmental action, psychological considerations are also taken into account. This broad term refers to an individual's personality and perceptual qualities as they relate to their behaviour. Intrinsic incentives to engage (such as behavioural gratification; De Young, 1986) and environmental dangers are examples of this element (threat to welfare from environmental problems, Baldassare and Katz, 1992). Contextual factors, personal capacities, attitudinal factors, and habitual factors, according to Söderholm et al. (2010), are four kinds of elements that influence environmental behaviour. Technical-organizational circumstances (external factors), socio-demographic (e.g., age, gender, income), and socio-psychological variables are among the three kinds of factors identified by Miafodzyeva & Brandt (2013). (e.g., attitude, motivation). In summary, past research has identified some characteristics that influence recycling behaviour, including convenience, knowledge, moral standards, and environmental concern (Becker, 2014).

2.2 Research methodology

2.2.1 Methods of data collection

The research utilized a direct interview with householders in different Mekong River Delta cities on their plans to recycle or classify MSW at the source. Can Tho, Long Xuyen, Vi Thanh, and Vinh Long were studied using a stratified random sample approach. The demographic characteristics of the respondents, information regarding the respondents' recycling behaviour and goals, and the respondents' understanding of the MSW sorting program at the source were all included in the questionnaire's content.

2.2.2 Data analysis methodology

According to Becker (2014), household recycling behaviour is frequently included in models by either the recycling rate variable (Miafodzyeva et al., 2013; Hage & Söderholm, 2008) or the decision to engage in recycling behaviour (Miafodzyeva et al., 2013; Hage & Söderholm, 2008) or the decision to engage in recycling behaviour (Miafodzyeva et al., 2013; Hage (De Feo and De Gisi, 2010). As a result, two variables were chosen as dependent variables in this study: *recycl_rate* and *recycl_decision*, representing recycling rate and recycling decision, respectively. In addition, *recycl_qty*, or the amount of recycled, was used to provide a broader picture of home recycling activities. To our best knowledge, this variable has rarely been employed in previous research because of lacking recycling data, then it is expected to contribute to the emerging literature on this topic. Thus, two OLS models and Probit regression were used to investigate the determinants influencing home recycling behaviour. All three models were analysed and combined as a foundation for comparison and to provide more relevant and feasible policy responses in this study. First, a linear regression model is used to analyze the factors affecting the recycling amount of *Recycl_qty* household as following:

$$\text{Recycl_qty} = z_0 + z_1\text{Dothi2} + z_2\text{Urban_level3} + z_3\text{Assoc_Ps} + z_4\text{Envi_care} + z_5\text{Age} + z_6\text{Male} + z_7\text{Education} + z_8\text{Income} + u_1(1)$$

Regression model analyzing factors affecting household recycling rate as below:

$$\text{Recycl_rate} = \alpha_0 + \alpha_1 \text{Urban_level2} + \alpha_2 \text{Urban_level3} + \alpha_3 \text{Assoc_Ps} + \alpha_4 \text{Envi_care} + \alpha_5 \text{Age} + \alpha_6 \text{Male} + \alpha_7 \text{Education} + \alpha_8 \text{Income} + u_2 \quad (2)$$

And then Probit regression model analyses the factors affecting the decision to implement recycling behaviour of households as follows:

$$\text{Pr}(\text{Recycl_decision} = 1) = F(x_i'\beta) = \int_{-\infty}^{x_i'} \frac{1}{\sqrt{2\pi}} e^{-x_i'\beta/2} dx \quad (3)$$

Where the dependent variable Recycl_qty is the amount of scrap that households collect (grams/day), Recycl_rate is the household's recycling rate calculated by the amount of recycling of the household. Household (grams/day/household) divided by the household's amount of MSW (grams/day/household) and Recycl_decision is a dummy variable that takes two values, Recycl_decision = 1, the household does recycling, and otherwise.

The independent variables included in the model are urban_level2, urban_level3, assoc_Ps, Envi_care, age, male, education, and income. Variables urban_level2 and urban_level3 are variables representing convenience factors. An MSW management system (Miafodzyeva & Brandt, 2013) or a manifestation of improved garbage collection capacities can provide convenience (Becker, 2014). The infrastructure in Vietnam's grade 1 cities makes MSW collection easier. The MSW management system's collecting capacity is also higher in grade 1 cities than in the rest of the cities (Ministry of Natural Resources and Environment, 2020). Therefore, the urban-level element was used to represent the convenience element. In addition, the urban-level criteria were also used to describe the information element together with the variable Assoc_Ps. Social organizations and associations in Vietnam play an essential role in propagating and disseminating government programs. The Ministry of Natural Resources and Environment (2020) indicates that organizations are vital to providing information to households. Envi_care is a variable representing environmental concern, a dummy variable with two values, Envi_care = 1, if the household belongs to the group that recycles for environmental protection, and Envi_care = 0, if the household is not in the recycling group. Age, sex, education, and income are respondent's age (year), respondent's gender, respondent's years in school, and respondent's income per month.

3. RESULTS AND DISCUSSION

3.1 Respondents socio-economic characteristics

The program to improve management service quality was founded on the recycling principle, one of the most important ideas used to improve management quality in developed and developing nations. In order to recycle successfully, households should segregate rubbish at the source. According to the survey, around 82 percent of homes have MSW ranging from 2.5 kg per day to 1.83 kg per day on average and 0.49 kg per person per day. The city sanitation company collects this amount regularly, once a day, except in congested areas; the collection period is every two days, three days, or four days.

The collecting duration varies depending on the ease with which the areas can be circulated. Usually, the region with the more frequent collection period is on the main road and vice versa. The collection period is less frequent in alleys away from the main road, and there are times when there is no collection service. Even though MSW management services are supplied to 98.5% of households, 1.5% do not get involved in this service.

3.2 Households' awareness of recycling activities

Although local authorities in the MRD have not adopted a program of source classification, the study found that 64.71% undertake self-classification before local authorities collect the garbage. The majority of individuals do MSW separation at the source to sift and collect recyclable MSW components for the sale of household scrap. Recycling is done by 76.26% of households by collecting scrap to be sold to scrap collectors or scrap yards. Recycling is an excellent way to decrease the quantity of waste discharged into the environment, decreasing the negative impacts on human health. However, aside from those who recycle, 23.74 percent of the households have yet to conduct recycling operations. Table 1 shows the reasons why households were recycling or not recycling.

TABLE 1. REASONS AFFECTING THE RECYCLING ACTIVITIES OF HOUSEHOLDS

Group	Reason	Most Important	Second Important	Third Important
Households carrying recycling activities	It does not take too much time	101 (23.33%)	80 (18.56%)	101 (23.60%)
	It doesn't occupy much space	58 (13.39%)	79 (18.32%)	74 (17.29%)
	It provides additional income	121 (27.94%)	85 (19.72%)	94 (21.96%)
	It helps improve environment quality	84 (19.40%)	112 (25.99%)	70 (16.36%)
	It does not affect health	66 (15.24%)	75 (17.40%)	86 (20.09%)
Households not carrying recycling activities	It takes time to collect	33 (24.26%)	17 (12.59%)	32 (23.88%)
	It takes up storage space	26 (19.12%)	35 (25.93%)	30 (22.39%)
	I do not have storage containers	11 (8.09%)	31 (22.96%)	23 (17.16%)
	I think money from scrap selling is not much	51 (37.50%)	31 (22.96%)	27 (20.15%)
	I don't think scrap can be sold	1 (0.47%)	6 (4.44%)	7 (5.22%)
	It affects my health when recycling	3 (2.21%)	14 (10.37%)	10 (11.19%)

Source: Survey data, 2020

According to Table 1, 76.26% of the households are driven to recycle because it generates additional income, which respondents rank as the most significant reason for recycling, which includes classification, collection, storage, and scrap selling. Furthermore, separating and storing recyclable components from MSW is a short process. The respondents claim that if they can organize the garbage, the amount of scrap held does not take up much storage space. At the same time, if the scrap is cleaned before being kept, it does not pollute the environment. Furthermore, some responders engage in scrap collection because it helps to protect the environment.

Contrary to the views of those who currently recycle, 23.74% of non-recycling households say that, while collecting and sorting MSW takes much time and is carried in a larger residential area, the money earned from scrap sales is not significant. These considerations may be utilized to develop solutions to increase household recycling activities, thereby improving the quality of the MRD's recycling-oriented bio-waste management system. Table 2 shows the percentage of households that recovered materials through recycling activities.

TABLE 2. TYPES AND PROPORTION OF SCRAP MATERIALS FROM RECYCLING ACTIVITIES

Type of scrap	Number of obs	Unit	Mean
Scrap sale period	578	Day/time	28.08
Amount of scrap metal	578	Gram/day	6.84
Amount of scrap glass	578	Gram/day	2.59
Amount of scrap plastic	578	Gram/day	18.12
Amount of scrap fabric	578	Gram/day	0.11
The amount of scrap paper	578	Gram/day	14.37
Total amount of scrap	578	Gram/day	42.06
Recycle ratio ¹	578	%	2.91
Potential recycling rate ²	417	%	22.99

Source: Survey data, 2020

Note:¹Calculated by $[\text{total waste (grams/day)}/\text{generated(grams/day)}*100]$ and ²Estimated by households

According to Table 2, the average family sells junk once a month. Scrap is traded in a wide variety of forms. Because scrap is made up of components recovered from MSW, the amount collected and exchanged fluctuates depending on the scrap that makes up more or less of the MSW. Plastic and paper, for example, account for a bigger proportion of garbage than other components and are frequently generated in the household; therefore, the amount of trash in plastic and paper is larger than that of the other groups, scrap metal, glass, and fabric.

This data is consistent with the World Bank's (2018) survey, which shows that the proportion of plastic components ranges from 3.4% to 10.6%, while the ratio of plastic components ranges from 3.4% to 10.6%, metal parts range from 1.4% to 4.9%, and glass composition ranges from 0.5% to 2.0%.

Interestingly, the study's estimated recycling rate is 2.9%, whereas the estimated potential recycling rate for households is 22.99%. In other words, families are aware that MSW may be recycled in greater quantities than their existing recycling activities. This result and the reasons listed in Table 1 serve as a basis for proposing methods to increase MSW recycling rates in households, in accordance with the goals of the central government's national policy for increasing recycling rates. If adopted, the suggested policy based on this research will significantly influence reducing present MRD environmental pollution.

3.3 The determinant of recycling behaviour of households in the Mekong River Delta

Factors that were influencing recycling behaviour are presented in Table 3. The estimation of models 1, 2, and 3 with $\text{Prob}>\chi^2 = 0.000$ less than 1% indicates that these models are statistically significant and independent variables explain the dependent variable well.

TABLE 3. THE DETERMINANTS OF HOUSEHOLDS' RECYCLING BEHAVIOR

Variables	Model 1 (OLS)	Model 2 (OLS)	Model 3 (Probit)
urban_level2	-3.655*** (0.962)	-78.807*** (14.813)	0.225 ^{ns} (0.195)
urban_level3	-2.491*** (0.847)	-72.889*** (13.157)	0.177 ^{ns} (0.172)
Assoc_Ps	0.418 ^{ns} (0.752)	13.220 ^{ns} (11.682)	0.403*** (0.159)
Envi_care	2.395*** (0.703)	24.193*** (10.913)	2.625*** (0.365)
Age	-0.018 ^{ns} (0.029)	-0.397 ^{ns} (0.448)	-0.003 ^{ns} (0.006)
Male	-0.101 ^{ns} (0.754)	8.669 ^{ns} (11.721)	-0.075 ^{ns} (0.156)
Education	-0.297*** (0.091)	-6.376 ^{ns} (5.692)	-0.040** (0.018)
Income	-0.040 ^{ns} (0.099)	0.776 ^{ns} (1.538)	0.007 ^{ns} (0.020)
Constant	7.401*** (1.974)	107.092*** (30.970)	0.362*** (0.408)
Dependent variable	Recycl_rate (%) Number of obs = 569 Prob>F = 0.0001 R-squared = 0.0534	Recycl_qty (gram/day) Number of obs = 566 Prob>F = 0.0000 R-squared = 0.0764	Recycl_decision Number of obs = 569 Log likelihood = - 211,09955 LR chi2(8) = 201.31 Prob>chi2 = 0.0000 Pseudo R2 = 0.3229

Source: Survey data, 2020

Note: *, **, and *** are statistically significant at 10%, 5%, and 1%, respectively, and ^{ns} are not statistically significant; The number in parenthesis is the standard error

The investigation results show that respondents who identify as environmentally conscious recycle more, have a higher recycling rate, and are more likely to engage in recycling behaviour. This result contradicts the claim of Miafodzyeva et al. (2013), who found that environmental concerns have little influence on recycling decisions. Instead, environmental concern is a crucial aspect in defining households' efforts in MSW recycling programs according to Becker (2014) and the theory of this study. Moreover, households in urban-type 2 and 3 cities recycle less MSW and recycle at a lower rate than households in urban-type 1 cities. Using urban-type criteria as a measure of convenience, infrastructure in level 1 cities is often more convenient than in other urban areas. As a result, families in urban-type 1 locations recycle at a faster rate and in greater quantities. However, because the variable in Model 3 is not statistically significant, there is insufficient evidence to conclude that urbanization influences the likelihood of engaging in recycling activities.

Furthermore, just one element connected to the respondent's demographic characteristics, education level, impacts the volume, rate, and likelihood of recycling activity. The coefficients

of this variable are negative, indicating that respondents with lesser education had a larger volume of MSW recycling and a higher chance of recycling. Table 1 shows that respondents cited "not requiring much time" and "additional income" as reasons for recycling. Those with a higher education who can make a larger salary spend their time working to generate money rather than recycle with a small amount of money compared to their income. In this study, the information component is the union membership. Respondents who join the union have a higher likelihood of recycling. As a result, the association factor should be considered in recycling programs (Ministry of Natural Resources and Environment, 2020). As a result, mass communication and organization have a significant impact on SWM recycling behaviour in households. Therefore, any form of implementation of direct media, i.e. television, radio, propaganda, and participation in local association, increase recycling behaviour.

4. Conclusion and policy implications

The objectives of this paper was to understand more about households' recycling behaviors in MRD Vietnam regions, as well as the variables that impact their recycling behaviors. The study uses the idea of recycling behavior to create regression models with three dependent variables: recycling rate, and recycling decision. In addition, the amount of recycling is used, which is different from previous research. According to the results, more than 75% of respondent households engage in recycling activities.

It is important to note that, although households estimated a possible recycling rate of more than 22%, the quantity of recycling measured from this study is only approximately 3%. The disparity between actual and prospective recycling quantities shows that authorities should increase incentives and propaganda to encourage recycling, especially in developing countries like Vietnam. As a result, the government's implementation of policies to improve recycling incentives will have a significant impact on increasing recycling activities and, as a result, reducing pollution. The results of OLS and Probit model analysis are similar in certain ways.

Environmental concerns, degree of urbanization, education level, and participation in an organization are all factors that influence the recycling rate, quantity, and behaviour of responders. Joining the union and having a favourable attitude about environmental preservation increases recycling rates, quantity, and the likelihood of recycling. As a result, the Vietnamese government may strengthen MSW classification at the source through various forms of propaganda, such as mass media, leaflets, associations, and propaganda by sanitation workers collecting MSW locally to understand how to implement and realize the rewards of this program. In addition, the government can strengthen the implementation of projects supporting recycling by subsidizing the agencies involved in recycling collection, from increased prices for recycled materials, encourage low-income and low-educated people to recycle more. This is proved by the results from the analysis of the reasons for selling scrap. The results show that economic reasons or other income generation are the primary motivation for people to collect, sort, and sell scrap (i.e. when there is a government subsidy policy on scrap such as plastic bags, then if the price of the scrap is higher, the household may sell more). Thus, the policymakers may formulate guidelines to motivate people to recycle besides investing in modern technology and related recycling activities. Financial assistance to local informal scrap collectors, such as itinerant garbage purchasers and back-bottle (a Vietnamese term for garbage company), to help them stabilize their livelihoods, sustain and develop their operations, and boost recycling efficiency through scrap sales. The study researchers are undertaking another analysis that will

look into the scrap collectors' role and livelihood to make policy recommendations for this sector.

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NATIONAL IDEA AND CONCEPT OF THE PERFECT PERSON

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ABSTRACT

It is known that the driving force of any reality is a mechanism. In particular, the socio-political, spiritual and educational changes taking place in society. We need the same driving forces in the construction of today's Renewable Uzbekistan. A natural question arises: who are we relying on to build a new Uzbekistan? Who will take on this difficult, complex, but very important task? I think that this question can be answered without hesitation as an ideal person. After all, only a perfect person who embodies the best sides of spirituality and the national idea, passed down from generation to generation over the centuries, can withstand such a severe test and the challenges of the time. This article is about it.

KEYWORDS: *Spirituality, Enlightenment, Values, National Idea, National Thinking, Education, Ideal Man, Physical Well-Being, Mental Well-Being.*

INTRODUCTION

The main goal and driving force of the reforms being carried out in our country is the development of a person and his all-round harmonious development and well-being, the creation of conditions and effective mechanisms for realizing the interests of the individual, a change in outdated thinking and the strength of social behavior. In this regard, First President Islam Karimov said: "Without the formation of a national idea, national thinking, it is impossible to solve complex social problems, such as reforming the education system, changing the consciousness of people, orienting them towards universal goals." Indeed, a strong civil society does not arise spontaneously, but requires a series of reforms in all spheres of public life in order to get rid of the remnants of the old system in the country. Spiritually mature people decide the fate of development. Technical knowledge, the ability to master complex technologies should go hand in hand with spiritual maturity, independent thinking. We are once again convinced of how far our First President can see from the idea that intellectual intelligence and spiritual potential are the two wings of an enlightened person.

One of the main ideas of the ideology of national independence is the idea of the Ideal Man. It says that the perfect man is a noble idea of both national and universal character, embodying the highest spiritual and physical perfection of mankind, which always encourages him to do good.

There is a principle of action in the idea of an ideal man, which is as follows:

- Physical training;
- Mental perfection;
- Spiritual perfection;
- Commitment to national values;
- Respect for universal human values.

Perfect and versatile people have a huge impact on the fate of the nation, society and state. Physical and spiritual beauty plays an important role in human development. Being physically fit and healthy is not only a personal but also a social value. Another aspect of perfection is loyal service to the Motherland, people.

Perfection is the harmony of human qualities. The criteria for perfection are the inner and outer world of a person, common sense and practical activity with a rational word, one language and heart.

The lofty ideals of the perfect man are especially deeply expressed in the works of such thinkers as Abu Nasr al-Farabi and Alisher Navoi.

In fact, the perfect person is a high position that can be achieved through teachings and practices. In Futuvvatnomai Sultaniy, the preacher Kashifi argues that the construction of mysticism, which refers to perfection, is built on ten pillars: 1) science; 2) hilm; 3) piety; 4) saho 5) thank you; 6) sidq; 7) fidelity; 8) consent; 9) bile; 10) love.

Perfection. Ideally. A perfect person. Wonderful person. Piri is perfect. We hear, speak and read a lot of these words and phrases. The dictionaries say that the word "perfect" means full, mature, perfect, and "perfect" means mature, perfect, perfect, perfect. More precisely, the beks are in no way inferior; flawless - no curves or extra space, perfect.

The idea of an ideal person has been present for centuries in fairy tales, epics, national values, legends, books and traditions of peoples and religions. The main idea of our national education has always been in the works of such scholars as Al Beruni, Ibn Sina, Imam Bukhari, Alisher Navoi. The inscriptions on the roofs of monuments, palaces, madrassas, statues and frescoes, fascinating tourists from all over the world, also contain the ideas of our ancestors (in modern language). They also have many forms and images of the "ideal man" idea. Therefore, we can rightfully say that Uzbekistan is one of the great centers of civilization, which gave the world the idea of an ideal person.

The idea of an ideal person is not an idea for us today. This truth comes from the fundamental foundations of our national upbringing. This is evidenced by both above-ground monuments and underground archaeological finds. They have the fingerprints of our ancestors.

The idea of an ideal man has long been considered an integral part of the spirituality of the Uzbek people. In turn, there is a religious basis for the concept of an ideal person, which is

inextricably linked with the human mind and psyche, and therefore its ideological roots go back to religious teachings. In particular, Avesto recognizes that honest work can lead to excellence. We also know from history books that good thoughts, kind words and good deeds call people to life, and such a life is a sign of perfection.

In addition, the concept of the perfect man was nourished by the philosophy of the sacred religion of Islam and had a more solid foundation. It can be seen that the noble ideas expressed in the Holy Qur'an, such as honesty, faith and purity, constitute the fundamental basis of the idea of a perfect person.

In recent years, in strengthening and developing the independence of our country, special attention has been paid to the upbringing of a spiritually healthy and physically strong generation, to improving the methods of introducing the national idea into their consciousness. "We all know that in today's complex globalization it is more important than ever to strengthen the national idea and ideological immunity in our society, to protect our youth from various harmful ideas and threats, to educate them as independent, strong-willed, and selfless. and patriotic people. »To solve this problem, the issue of modernizing the process of national spiritual propaganda should become a special object of research. Therefore, the development of new scientific, theoretical and methodological foundations of ideological prevention, philosophical research and substantiation of the features of functional integration and socialization remains an object.

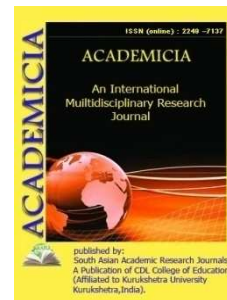
In conclusion: The idea of an ideal man has always been the noble dream of our people, an integral part of the nation's spirituality. In the sacred book of Zoroastrianism, Avesto, honest work is interpreted as the main criterion of perfection. The idea of the ideal man is rooted in Islamic philosophy and has a broader meaning. By studying the works and teachings of thinkers such as Ibn Sina, Beruni, Farabi, Alisher Navoi, as well as studying and analyzing them on the basis of modern methods, we can deepen our study of the philosophical foundations of the idea of a perfect man.

The emergence of society, opportunities for development, the formation of a perfect human personality are associated with a certain spiritual environment and opportunities. In many ways, social stagnation, economic and political crises are the result of a spiritual crisis. Therefore, the cause of the ups and downs in the development of society should be sought not only from the point of view of social, economic and political factors, but also from the point of view of people's consciousness, beliefs, worldview and level of perfection.

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KARAKALPAK FOLK PROVERBS - THE BASIS OF PEOPLE'S WISDOM

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ABSTRACT

The article says that the Karakalpak people have a rich spiritual heritage in terms of the content of proverbs, which reflect the unique ideas of philosophical study of the world, which is an advanced example of centuries-old history and wisdom, ideological content and educational significance. Proverbs and sayings, words of wisdom and wisdom, which are examples of folklore, are studied and analyzed. Karakalpak folk proverbs are very rich and diverse in terms of subject matter, such as homeland, labor, language and speech culture, love and affection, as well as negative qualities, which call people to nobility. In the vernacular, proverbs are a cream of thought, scientifically speaking, proverbs are characterized by distinctive features such as the dialectical unity of content and form, often rhyming, sometimes ambiguous, rich in figurative meanings.

KEYWORDS: *Folklore, Philosophy, Thinking, Intellectual Property, Being, Psyche, Spirituality, Consciousness, Proverb, Wisdom, Art, National Character, Literature, Word Art.*

INTRODUCTION

Oriental scholars have also noted the richness of the oral art of the Karakalpak people. For example, the 19th century Kazakh scholar Shokan Valikhanov, noting that the Karakalpaks were a nation rich in poetic creativity, wrote: "Karakalpaks are the first poets and singers in the desert." The art of speech and rhetoric, eloquence, quick wit, eloquence, love to joke with humorous words - this is one of the distinctive features of Karakalpaks. We know from some proverbs that the Karakalpak people highly value the art of speech:

You will be rich by thinking and knowing,

Like the word durga,

Every word he finds,

Thinking is less than a pearl.

In this article on the importance of word art:

"From the untimely death,

Practical harassment,

Find and tell the truth,

Peace will be your companion. "

The great critic VG Belinsky noted: "Literature is the thinking of the people. The history of literature is closely connected with the history of the people. In order for literature to be a manifestation of the thinking and intellectual life of its people, it must be connected with the history of the people, know that it serves as an explanatory of history, develop inseparably with the history of this people and have its own history. As the scholar points out, proverbs are one of the branches of the people's oral creativity, which is the intellectual property of the people. They are a precious treasure that has been preserved by the people for thousands of years and passed down from father to son. They instilled in him their invaluable insights through their many years of work experience and shaped him as an example of wisdom.

"There are ideas that can be applied in a very broad sense, so the more such ideas are available to the masses, the more they nourish the mind and heart, and the more profound the ideas become," writes LN Tolstoy. Such creamy wise sayings that empower the mind have long been a common educational tool among our ancestors. G.Vamberi, a well-known orientalist, enjoyed his travels around the country in the second half of the 19th century and wrote: ... In Central Asia, both lovers and aristocrats who cared for each other were equally interested in poetic creation. The inhabitants of the wilderness always listen with curiosity to this "word of the fathers."...

Folk proverbs, which emerged as a peculiar phenomenon of language, philosophy, and artistic creation, are a genre of folklore with a concise but profound meaning. Such drops of art, each of which demonstrates and is able to demonstrate the beauty of our language, the subtlety of our speech, the intellect and the logic of our thinking with amazing power, are a vivid reflection of our people's centuries-old life experiences and way of life. Karakalpak proverbs are the product of folklore, which embodies the life experiences, dreams, aspirations, attitude to the state and society, history, mood, philosophical, ethical and aesthetic feelings, positive qualities of our ancestors. Proverbs have been polished among the people for centuries and have taken a concise, concise and simple poetic form.

The proverbs are extremely rich and varied in subject matter, on topics such as Homeland, labor, language and speech culture, love and affection, as well as on negative qualities, calling people to nobility. Simply put in the vernacular. proverbs are the cream of the crop, scientifically speaking, proverbs have features such as a dialectical unity of content and form, often rhyming, sometimes ambiguous, rich in figurative meanings. The phenomenon of antithesis is common in proverbs. For example: "Respect the elder, honor the younger", "The good horse stays, the bad

one stays". As evidence of our opinion, we see in the Karakalpak folk proverbs the comparative use of vital details such as good and evil, friend and foe, bitter and sweet, honesty and filth, logic and ignorance, for example:

The mark of the mind,

Crazy words.

The mark of the fool,

His eyes widened.

Last regret,

You will be the enemy.

Karakalpak proverbs strongly criticize everyday life and inhumane vices. Justice, purity of honor will be valued as an inexhaustible wealth and will be passed on to future generations. The people of Karakalpakstan, based on their life experiences, have created moral rules that will serve as a model for future generations. In the wisdom of the people, it stands out as a school that teaches the rules of conduct and educates the simple to think, to behave. We can't help but pay attention to such wise words as "If you want to be polite, get used to good manners, your state will never go away, be politely adorned." He proved with profound words such as "there will always be a word" that the rules that shape human behavior emerge in accordance with the demands of society.

In the past, people have always taught that no matter what a person does in mental education, he should first think, take measures to correct it, or, conversely, take measures to restore his strength, consult, and then get to work. The proverbs "Seven measures, one cut" and "He is not afraid of undressed water" are proof of our opinion. The people were a model for the fullness of the minds of young people, took them into practice and had an educational effect. For example, the main idea of the article "Work with knowledge, work with the mind" is to understand the essence of each work. That is, people are advising a child who is young and has no life experience yet to use common sense before doing anything. In the upbringing of young people, the people used the oral tradition, the exemplary words of fathers, the wisdom of scholars, children's literature, religious advice. Teachers explained and taught that people interpret events on their own, express different opinions, and evaluate on their own. One teacher explained to his student that "the word of the father is the eye of the mind" and taught him to listen carefully to the advice and wise words of the elders. Our forefathers explained that intelligent people speak politely, and if someone does something bad, they do not consider it appropriate to do evil in return. When he spoke, he set the task of inculcating in the mind and satiating the heart. That is why "Where does the narrative come from, if there is no thought,

Where does the felt come from, if not the sheep?" He instilled in the child's mind the wise words as food and made it a habit to control his daily movements. A wise man understands a word in itself. Talking too much doesn't calm people down. In public, I believed what you said first, I doubted the second repetition, and the third called the children to order, citing the fact that I believed the falsity of your words. "A wise man understands the meaning of speech, a foolish man torments the sweet soul," he explained, proving that man has "one tongue and two ears." He praised the fact that children are smart from a young age. For example, the cleverness of

Umrbek's nickname in his childhood was widespread among the people. While Umrbek was playing in front of his house as a child, a man on horseback turned to drink water and said to Umrbek, "Yes, boy, hold my horse."

"Doesn't it bite?"

- No, it's not.

"Won't they fight?"

- No, it's not.

"Won't he run away?"

"She won't run away."

Then Umrbek was playing: "What's the point of holding on to it?"

The childhood wisdom of Sirim Batyr, who was very popular among the people of Karakalpakstan, was an example for young people. When he went to greet the famous Malay Yellow Biy to receive his blessing, he told the children the conversation that took place between them. After Sirim greeted the dancer, the dancer said:

"Whose son are you?" he asked.

"I'm Dat's son."

He said, "Out of the evil of not being able to take care of a sheep, a son was born like a scorpion." Is that you?

"We could, but he would say, 'A bullet will come out of a handful of wood.' That's what happens when my father is bad.

"My child!" Although your father was poor, your mother was careful. Twenty people who came during the day and twenty people who came at night were returned without being offended. You are attracted to your mother.

"What would you say to my mother if she was careful?" My mother returned twenty people who came during the day, and twenty people who came at night, without hurting them. One of the forty said Qidir. In it, Qidir will be confronted. It was said that there are three types of old people: the old man who digs, the old man who is worthless, and the old man who travels. Which of these are you yourself?

"My boy, you took my word for it to try." "Better a poor horse than no horse at all. Better a poor horse than no horse at all. " He will not ask for the value of the land. If you say you are worthless, ask my people, if you say you are a traveler, ask my neighbor, if you say you are not digging, ask my daughter-in-law. Now tell me what you came for.

They used to say, "If there is a hill in front of your village, the harvest is like a horse, and if there is a smart old man in your village, it is like a letter." I came to greet and bless.

"Well done, son." I understand your situation now. "A human being has everything to do with a child. What does a non-human child have to do with a human being? " You are a child who wants to start a migration on horseback. You're a kid who wants to get into the ball and start

talking. In fact, the mind comes from age, the fruit from the stone. What kind of mind do you think an old man who knows his mind has? I will bless you without hesitation.

From this it is possible to understand that Sirim Batyr was very smart, wise and intelligent even in his youth.

In folk pedagogy, the mind is considered to be the body with the soul, and the polite person is taught to be intelligent, the intelligent person to be polite. In the people, the sign of reason is truthfulness, the sign of arrogance is deceit, and the liar is warned by a lowly man because "both his lie and his word of truth are lies, and no one believes him." People condemn ignorance, consider self-awareness, self-control, meaningfulness, meaningful speech as the most important issues, exhort them to "do not go to extremes", "look at extremes", know yourself, "stretch your legs to the bed" in everyday life. used. Hence the wisdom of saying, "Know your frost, know your way north." "Even the wise are in hell in prison, and the wicked are in hell," he explained. The reason is that it is possible to capture castles that cannot be numbered by a thousand armies.

Karakalpak folk proverbs, which are the product of oral creativity, are very colorful in terms of form and a very effective educational tool in terms of content and ideology. Its effectiveness is further enhanced by its harmony with the mentality, thinking, worldview, lifestyle of the people.

In short:

- Philosophical wisdom in the oral art of the Karakalpak people is the spiritual wealth and heritage of the Karakalpaks, which has been revered for many centuries;
- Proverbs, which are the basis of the philosophy of the East for the Turkic peoples, are folklore, broaden the minds of mankind, enlighten their minds, renew their ideas about the understanding of the world and man, give spiritual strength;
- Proverbs, which are the product of folklore, have been preserved for thousands of years, embodied in the precious treasures and philosophical views of the people, passed down from father to son, and formed as an example of wisdom.

The significance of Karakalpak folk proverbs in terms of content is that each person enriches his mind, realizes his identity, takes into account the adaptation of our ancient rich culture, the heritage of our ancestors to our lives, and treats the environment and many aspects of existence wisely and consciously.

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THE ROLE OF URBAN PLANNING NORMS AND RULES IN CREATING A MODERN DESIGN OF A LIBRARY BUILDING

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ABSTRACT

This article discusses the role of urban planning norms and rules in creating a modern design of a library building. Prior to the construction of any building, the rules and regulations of the city in which the building is to be constructed shall be thoroughly considered and followed.

KEYWORDS: *Library, Graphics, Building, Engineer, Project, Computer.*

INTRODUCTION

The role of urban planning norms and rules in the creation of a modern design of the library building is very important. It is important to follow the established discipline when creating a project.

Information-resource centers - libraries of higher educational institutions include avant-garde, exhibition fund and catalog rooms, subscription, reading room, book storage and processing of new books. Reading rooms should be designed to serve 10-12% of students (students, graduate students and faculty) at the same time; the hall should provide space for personal computers (at least 4 m² for 1 workplace). It is not allowed to cross the library area to other rooms of the educational institution. The total area of the rooms is, as a rule, determined on the basis of the need for at least 1.0 m² per unit of capacity. The rooms of information-resource centers are determined taking into account libraries.

Rooms of the rector's office, dean's office, departments, educational units, scientific department, and research departments are accepted on the basis of the project assignment at the rate of 4-8 m² for 1 full-time employee; administrative block rooms are designed taking into account the requirements for administrative buildings.

Libraries are calculated according to the number of book storage units and reading spaces in the halls. The structure and area of the rooms of libraries are accepted according to technological requirements, taking into account their intended direction, specialization; The main indicators for determining the content and areas are given in Table 1.

Corridors and toilets for visitors are provided taking into account the appropriate calculation indicators of the club facilities. The corridors will have an outerwear storage area (100% capacity of the hall) and a handbag storage room, a copy service and a pereplet-folding room.

Book storage rooms are designed taking into account the technological requirements for storage in single-tier or multi-tier seats.

TABLE 1

Room	Size	Calculation Indicator, m ²
1	2	3
Bibliographic-information department	One reading place	0,1
Advanced (15-20% for students)	- '-	1,5
Reading rooms:		
- General and scientific network for adults	- '-	2,4-3,0
- children, youth	- '-	2,0-2,5
- special sections	- '-	3,0-3,5
- isography, note, cartography	- '-	3,5-5,0
- - audiovisual service using a computer	- '-	4-6 (10-20% of reading places)
Subscription (for students)	One reading place	1,8
Libraries subscription, staffing department	One job per employee	6,0
Maintenance and Production	1 Servant	5-8
Book storage:		
- closed storage	in 1000 storage units	2,5
- open storage	without access to the stock	5.0 (smaller - 4.5)
Note: 1. Catalog room is accepted in the following calculation: 1 bookshelf for 20 thousand storage units (1000x500x1450 mm) 48 boxes -3.5 m2. It is also planned to store catalogs in electronic form at the expense of 4-6 m2 instead of one computer. 2. Acceptance of laboratories for image restoration, photocopying, photocopying, pereplet-binding: per 1000 storage units - 2.0 m2; each room at least 12 m2; hygienic treatment and restoration laboratories at least 15 m2 (each).		

Includes a place to work with advanced catalogs, a literary exhibition stand, a temporary storage space for the literature working fund, which is given to the sharing department and the reading room; The avant-garde area, as a rule, must be at least 30 m2.

The subscription area includes the sharing department and the book reception department, which is separated from the reading room by a non-permanent crossing; the section area must be at least 20 m2.

Bibliographic-information department: the total area should be at least 20 m², including places for students, duty bibliographer-consultant, book exhibition area.

The assembly and processing section includes areas: service catalogs, staff workplaces, book processing and assembly areas.

Service and living rooms for employees are provided in accordance with the accounting norms of administrative buildings.

Special reading rooms notes, unique books, patents, art albums and other funds are placed under the appropriate departments; the area of the halls is determined based on the specific conditions. The halls will be equipped with computers, video cameras, music booths.

The libraries will have additional auditoriums, concert halls, library, exhibition and museum halls, Internet cafe halls and others.

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METHODICAL RECOMMENDATIONS FOR THE CREATION OF A MODERN DESIGN OF UNDERGROUND AND GROUND TRANSPORT

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ABSTRACT

This article provides methodological recommendations for the creation of a modern design of underpasses and overpasses. During the implementation of this procedure, all designed and existing communications located in the construction zone must be taken into account, as it will be very unpleasant if workers accidentally break the gas pipeline, water supply or fiber optic cable during installation. Before you start laying public roads, junctions, or any city street, you must first obtain permission to carry out such work, and for this it is necessary to study and design highways.

KEYWORDS: Roads, Structures, Gravel, Asphalt Project, Building, Relief.

INTRODUCTION

The design of underpasses and overpasses is one of the most important tasks in the modern world, as the installed roads are arteries through which cars, trucks and public transport travel. The modern transport system is a complex organism in which all its elements are interconnected and directly related to each other. Currently, the design of the highway is mainly determined by the existing connections between settlements, recreation areas, industrial enterprises and other public centers.

Life in the modern world cannot be imagined without an organized and well-functioning mechanism that ensures the normal transportation of goods or population. Today, skilled road design is critical because tracks are currently not fully adapted to ever-increasing traffic flows and high speeds.

Carry out this procedure according to the design speed of transport ensure safe, comfortable, organized and maximum comfortable movement of vehicles. Also, the qualified design of the road allows you to fully comply with the same traffic conditions, the principles of visual orientation of drivers, convenient and extremely safe location of various intersections and junctions. That is why it is so important.

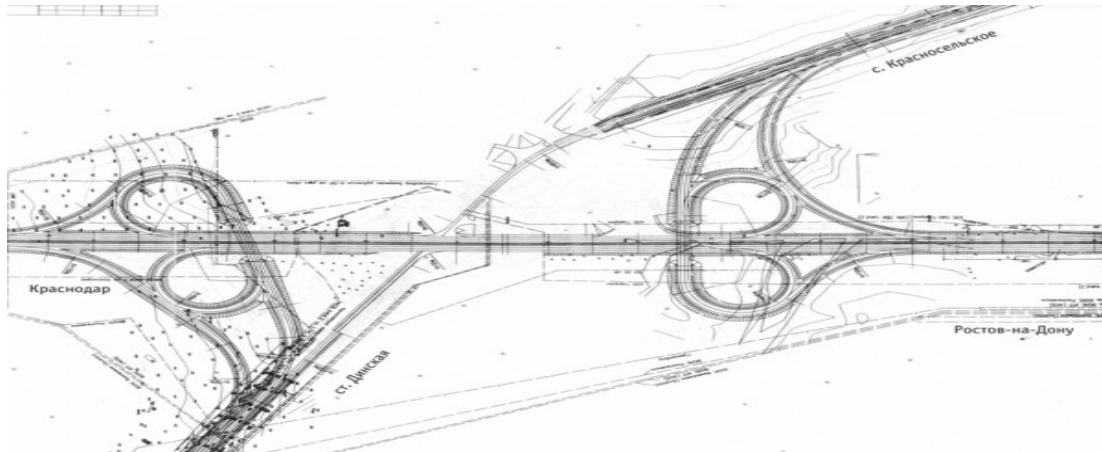


Figure 1: Proposed road map

Many private area owners wonder why it is necessary to study and design highways, as it is enough to just fill the route and lay asphalt on it. But if one has not encountered such a thing, at least begin a superficial acquaintance with the complete list of works to be encountered, as well as the costs of their implementation and the possible consequences. 'rish is better

Before you start laying public roads, junctions, or any city street, you must first obtain permission to carry out such work, and for this it is necessary to study and design highways. The unauthorized conduct of all work will eventually lead to the summoning of traffic police representatives, who are primarily concerned write the command, and if in the near future all comments are not completely eliminated, the junction or road will be completely destroyed and the operation of the object will be banned. ...

In this regard, everything will have to be restored to its original state, which would be a waste of a huge amount of money if the road led to some kind of industrial site, gas station, cafe or cottage, not to mention the termination of their activities as well.

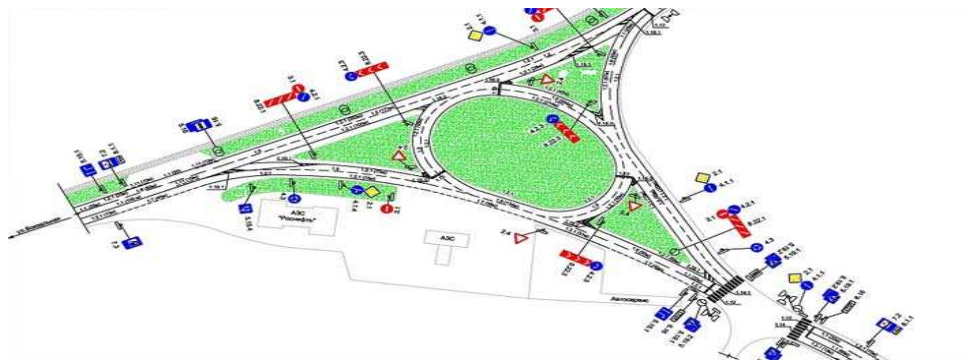


Figure 2: Proposed road map

According to the SNiP, not everyone understands that designing highways is not just about laying gravel, asphalt and installing road signs. During the implementation of this procedure, all designed and existing communications located in the construction zone must be taken into account, as it will be very unpleasant if workers accidentally break the gas pipeline, water supply or fiber optic cable during installation. After all, the customer is engaged in repairing and compensating the damage caused to the owners of the connection, and the cost of these works is very high.



Figure 3: Proposed 2-story road project

Therefore, the standards set out in the SNiP must be fully complied with. Only professional professionals should trust the design of roads, because there are many ideas that even professional builders do not take into account. Qualified engineers take all necessary measures for the long-term and safe operation of the road, calculate the structure of the floor and the load-bearing capacity for any load, as well as provide drainage systems to prevent erosion of the subsoil and take into account many other nuances.

First, you need to decide what types of roads are available:

A highway is a road on which cars travel along a continuous route and access to it is provided every five kilometers.

Speed - differs from the first round in that it has a simplified entry level of three kilometers.

Normal use is all other types of highways that are not included in the definition of the previous two.

Depending on the type of road chosen, the planning features will also vary significantly. The design process takes into account various features of the terrain, bed type of road, meteorological conditions, adjacent roads, estimated service life, traffic flow intensity, as well as power characteristics.

The first thing in the planning process is to clearly define the route. Under no circumstances should the highway pass through agricultural zones, urban centers, as well as unique natural landscapes and all types of industrial complexes.



Figure 4: Proposed road project

In most cases, engineers initially allow this when planning learn in advance the area to be placed and all possible on the map determine directions. After that, a detailed analysis with identification of all the advantages and disadvantages of each of the presented options carried out. A specific route is then selected and a detailed analysis of it is performed before the design of the highways is carried out through the TCH. In addition, work is underway to create project drawings, but at the same time the owners of lands and various organizations, where the routes will be carried out across their territories, have the right to express their suggestions and comments. Basically, an independent project expertise is organized in the planning process, the results of which are already subject to various changes.

In the final stage, once the project is approved, many working drawings are created. In addition to the direct route, the drawings provide detailed information on road crossings, exits and entrances, as well as crossings, crossings, bridges and other structures. It is also mandatory to determine what special equipment will be used in the process of laying the road and laying clothes.

Design of public highways



Figure 5: Proposed 2-story road project

Urban and suburban highways are constantly under the influence of constant and temporary mechanical stress, as well as many climatic factors. This is especially noticeable in our country, where the number of “freeze-thaw” cycles per year can reach ten.

There are also avalanches, precipitation, groundwater and a number of others factors have a devastating effect on the bottom of the road. The main reason why designing this road is a very difficult job is that only experienced and reasonably qualified engineers can be trusted.

In order to develop a project, its implementation will allow to solve the problem of transport in a particular region, the specialist must have certain knowledge. Only in this case it is possible to guarantee the required safety and ease of operation of the route for passengers and cargo.

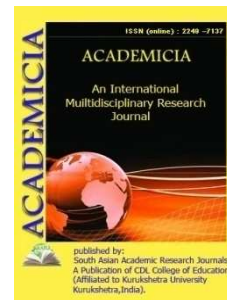
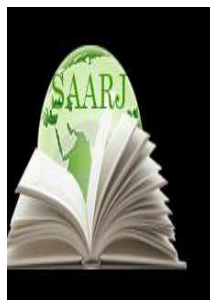
In designing the road, the engineer always takes into account that it must not only connect federal and administrative points to each other, but also meet safety standards for drivers, passengers and pedestrians. To do this, it is necessary to take into account certain standards for the design of highways that provide the required level of convenience and safety.

If errors are made in the calculation of future use of roads during design, this will lead to problems. If they are not remedied as soon as possible with quality repairs, the road will quickly deteriorate.

Therefore, when designing the road, it is necessary to take into account not only the current loads, but also a long-term plan for twenty years. If the plan is made without considering the prospect, it is considered to be of poor quality.

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THE IMPACT OF GLOBALIZATION ON THE SPEECH OF THE YOUTH (IN THE EXAMPLE OF UZBEK CULTURE)

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ABSTRACT

The following article focuses on the influence of globalization on the speech of different age groups main attention being paid to the youth. Paragraphs provide information about the advantages and disadvantages of this trend. Family traditions, rituals signify young generations' love for motherland, respect for their culture and nationality. In current globalized period, to change the youngsters' attitude towards their native language is supposed to be the main task facing their parents and instructors. This is causing them to refuse anything stable, simple or tedious in their daily life, in turns it brings about somewhat misunderstandings or problems among different age groups in the society. Nowadays in Uzbekistan the competence level of foreign language learning is rising considerably and the local people are frequently using the economic, scientific and other different types of data in foreign languages as well as in Uzbek.

KEYWORDS: *Globalization, Cultural and Racial Identities, Linguistic Culture, Socioeconomic Location, Jargons, Argots, Neologisms.*

INTRODUCTION

It is common knowledge that any person cannot imagine their life without interaction with the surroundings, they need to consult, share ideas or feelings with others. Speech is considered to be the beginning of any interaction among people. The main way of satisfying person's need for communicating is speech. From the early childhood every young should be stimulated and motivated to speak in their mother tongue, gain new knowledge. In this case it is believed to be the paramount step to shape youngster's speech culture in primary school and further education sectors.

If the term globalization is used to refer to phenomena that involve sweeping and comprehensive changes across the world, then, needless to say, globalization is not a new concept. The whole worlds and human beings have been experiencing globalization since ancient times. Human history can be perceived as the process of globalization from its inception. Modernization and industrialization based on the industrial revolution have clearly been globalization processes, although they have not yet reached every part of the world. Throughout history, many cultures and races have been destroyed or forced to change by other cultures and races. Until recently, however, many other countries and races have been able to maintain their cultural and racial identities, more or less protected by borders [1].

In the globalized world, awareness and mastery of a country's cultural norms, including linguistic culture, provides a person with access to services, ceremonies, traditions, and an unlimited number of other cultural dimensions that would be otherwise unavailable. The beliefs groups of people have about how they use and interpret language defines linguistic culture (Schiffman 2012).

The impact of globalization processes on language is an emergent field in sociolinguistics. The cultural contexts of Asia, specifically the Sinic, Hindu and Islamic civilizations give the process of globalization and language a unique dimension[2].

In Uzbek culture, family plays an important role in rearing children as an individual. Family traditions, rituals signify young generations' love for motherland, respect for their culture and nationality. In current globalized period, to change the youngsters' attitude towards their native language is supposed to be the main task facing their parents and instructors. It is pivotal to increase teenagers' interest for literature, explain them the meanings of some historical words and expressions, giving them more information about the history of the country, city, neighbourhood and so on.

Language criteria have not been invented by philologists; they demonstrate the development of whole population's literary language. Language criteria are not permitted to be adopted or abolished by any order or decree; it is forbidden to reform them in an administrative way. Inattention towards pronunciation norms and the rules of word usage, employment of jargons and vulgarisms, using foreign words groundlessly and recklessly undermine the speech, make the literary language disappear and eventually , as philologists claim, cause the end of the nation.

In Uzbekistan the problems related to the declining speech culture, the spreading tendency of jargons and argots is seen to be vitally important and particular attention is being paid to this issue because the speech culture has social value. The problem related to shaping the communicative speech culture is conveyed differently in different age groups and primarily intertwined with the teenage school pupils. Hence, in all educational institutions instructors' main duty is considered to shape the oral communication culture based on the literary language and create comfortable atmosphere for its development.

When speaking with people from varying generations, it became clear that younger adults have different perspectives on the concept of linguistic culture than older adults. In acknowledging this, it had to be determined what differentiates an older adult from a younger adult. According to the World Health Organization (2015), the term older adult is defined differently based on socioeconomic location. Countries considered to be part of the global north, such as the United States, classify people who are over the age of 65 to be in the older adult category, while

countries considered to be part of the global south, like Senegal, classify an older adult as someone who can no longer actively contribute to society. In general, age identity is highly dependent on the context which surrounds older adults [3].

Nowadays, a number of significant changes related to the perfection of the Uzbek language have been taking place and one of the weighty problems is continuously increasing usage of foreign words in the speech. Particularly jargons are commonly used and becoming even more popular especially among the younger section of the society. From the certain age people tend to use “street” language more frequently than ever and this case is triggering a number of problems, mainly youngsters are losing their interest more or less towards the native language learning. This is causing them to refuse anything stable, simple or tedious in their daily life, in turns it brings about somewhat misunderstandings or problems among different age groups in the society. Unfortunately, even the elderly in more cases are keeping on being dependant on jargons.

Modern form of the speech requires paying particularly close attention to the rate of the speech culture of the youth. However, in recent years there have been significantly manifest modifications in terms of youth speech and general culture, codes of manners have also been left inattentively and the following case is likely to cause social degradation. It is worth to mention that, the competence in native language and interest for the literature among the younger generation is considerably declining due to a number of abovementioned situations. Most of the juveniles and some adults nowadays have an inclination to read everything online and they tend to spare very small amount of their time to read paper versions.

Currently the new generation of the community is on the verge of being isolated from the Uzbek literary language which was once the main language of a range of renowned and outstanding poets and writers such as AlisherNavoi, GafurGulom, Bobur, Nodirabegim and so forth. As a result of this negative phenomenon carelessness towards the literary language is becoming a common and usual case among the language users. This is undoubtedly getting frequent in the mass media and cinema industry as well. Even worse thing is that minority of school leavers posses high-quality communicative speech culture.

In contemporary usage we hear and read frequent references to ‘[information and] communication technologies (ICTs)’ and ‘[mass] communications media’, both of which, of course, are implicated in the processes of globalization. Many countries throughout the world are beginning to see English as a basic educational requirement for all rather than simply as a desirable accomplishment for some (Maurais, Morris, 2003).

Linguistic abilities were of all-time greatest importance nearly a half century ago. As can be guessed, literacy skills were one of the substantial factors in the job market. However, coming to the current era communication and IT skills are among the basic requirements for employability. Hence, such kind of indispensable skills are considered to be first and foremost ones to acquire in order to move with the times.

As we mentioned above, the effect of globalization on the national language is becoming one of the disturbing issues facing not only the government but also the population. With the interference of the globalization in the language two kinds of implications can be identified such as positive and negative. As a positive one, it can serve as an interaction bridge among the speakers of different countries whose native languages are totally different from each others,

looking at the other side of the coin there is a risk of national language's disappearance due to the excessive use of foreign words, neologisms, borrowed words in the speech because with the increasing usage of such expressions speakers tend to use their native language relatively less. Here, it is acceptable to note that, internationally recognized languages have an impact on the national languages in two ways: firstly, communicating with other continents, countries and nations in an international languages (in the form of formal visits, meetings, different types of merged programs, projects and wide variety of parties), secondly, in the usage of scientific, cultural, economic, political information in the international languages mainly in current digitalized world. Nonetheless, the problems related to the national language are not only linked with the influence of the international languages, but also the translation has a significant impact on it. As in this technologically accelerating period of life, the rate of translating different types of literature in various languages into national languages has been increasing than ever.

Nowadays in Uzbekistan the competence level of foreign language learning is rising considerably and the local people are frequently using the economic, scientific and other different types of data in foreign languages as well as in Uzbek. This trend is triggering the rise in the rate of translating sources in Uzbek language into various foreign languages. In turns, this case is not only leading to the wide introduction of Uzbek culture into the whole world, but also the people are getting acquainted with other nations closely and easily than ever. That is the reason why the measures focused on teaching foreign languages in higher education effectively play an important role.

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URBAN PLANNING NORMS FOR CREATING A MODERN HOTEL BUILDING WITH THE HELP OF GRAPHIC SOFTWARE

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ABSTRACT

The article discusses the methodology of creating a modern design of a hotel building using graphic software. prior to the construction of any building, the rules and regulations of the city in which the building is to be constructed shall be thoroughly considered and followed. the article discusses this.

KEYWORDS: *Hotel, Building, Comfort, Engineer, Project, Computer.*

INTRODUCTION

It is important to know the norms of urban planning when creating a project of a modern hotel building using graphic software.

Hotel buildings, motels, campsites are calculated according to the number of places for temporary residence. The main types of hotel enterprises (in terms of service and equipment structure) are given in Table 2, taking into account the discharge of comfort accommodation and comfort services.

The type of numbers according to the discharge of living conditions is given. In this case, rooms with different levels of comfort in the same building can be accepted.

Capacity of hotel enterprises and discharge, including the ratios of different levels of comfort, the composition of the elements of cultural and household services, technological support is given in the project assignment; In this case, you can use the approximate indicators and descriptions of the international classification of hotels - by the number of "stars" (see the recommended appendix).



Hotel project

It is recommended to design high-class hotels close to 5-4 "stars" in terms of key indicators and characteristics, hotels of the first category to 4-3 "stars", hotels of the second category to 3-2 "stars".

Hotels with a capacity of 200 and more seats, as a rule, must be high-class, with a high level of comfort - with an increase in the content of service elements; 100 places - not less than I category, 50 places - not less than II category.

Comfort in accommodation in the III category enterprises is provided in accordance with Table 23, the service structure is set based on local conditions, in the IV category enterprises common toilets and showers can be located on the floors of buildings or in separate sanitary blocks, the minimum type of service is allowed, including in the kitchen blocks, customers can cook on their own.

TABLE 1

Enterprise Types	Discharges
General type, resort, tourist hotels	High (luxury), I, II, III
Autotourist hotel enterprises - motels	I, II, III, IV
Camping (seasonal "camp-car guests" for more motorists)	III, IV
Note: Discharge reflects the comfort of living and the composition of the elements of cultural and household services. For accommodation in hotels, motels and campsites, rooms of different	

ranks, different levels of comfort can be provided

The group of corridor rooms includes: registration area, administration and port rooms, swiss and cargo rooms, luggage storage, storage of documents and valuables, toilets and other rooms. The corridors will include kiosks for reception and information areas, rest and waiting areas, currency exchange points, communication points, points of transport and travel agency, newspapers, magazines, books, souvenirs, perfumes and others..



(proposed) Hotel project.

The total area of the corridor room groups can be determined from the indicators in Table 24.

TABLE 2

Types of hotel establishments	by area, m2, number of seats								
	15	25	50	100	200	300	400	500	800
Hotels and motels	2,35	1,8	1,5	0,9-1,2	0,9-1,2	1,2-1,3	1,25	1,15-1,23	1,0-1,2
Camping	2,0	1,5-1,6	1,0	0,8-0,6	0,4-0,5	0,3	0,25	0,22	

Note: the composition and area of the rooms are given in the project assignment on the technological basis лойиҳа топшириғида берилади.

Living rooms - living rooms with "noise" mode (restaurants, cafes, conference halls, auditoriums, swimming pools, etc.) must be functionally separated from the rooms.

Living room width should be at least 2.4 m, longitudinal depth - no more than 6 m. Living room area for one person is at least 9 m², recommended 10-12 m², for two people - at least 12 m².

The width of the entrance must, as a rule, be at least 1.2 m. Entrance doors to the room must have a shutter with a width of at least 0.9 m.

High-comfort rooms can be located on several floors, with an internal staircase (interior type of apartment), access to the attic parts used for relaxation.

A kitchen-corner (electric stove) can be provided under various comfortable rooms.



Hotel project.

Under the rooms, summer rooms are provided depending on local conditions.

For category IV hotel establishments, the group of living rooms on the floor may include public toilets and showers.

1. Equipment of fixed shelf rooms is provided according to local conditions.
2. Dimensions and areas of the rooms for the disabled in wheelchairs, equipment must comply with SNQ 2.07.02.
3. Camping rooms, as a rule, are provided in one- and two-storey block-buildings, and in some places trailers, tents are provided.

On the floors of the living blocks there are auxiliary rooms: rest and conversation rooms, buffet-cafeteria, staff room with laundry, laundry and ironing room, inventory room, laundry room (the composition of which is based on technological bases).

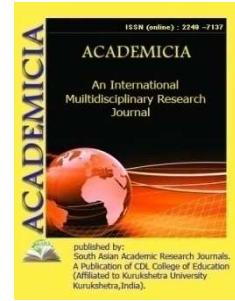
The total capacity of public catering establishments - restaurants, bars, as a rule, should not be less than the capacity of the hotel.

The total capacity and types of public catering establishments - restaurants, bars, cafes, cafeterias - are determined by local conditions; design is carried out on the basis of technology and applicable standards.

Note: Cafes, restaurants and bars intended for residents of the city (settlement) should have access from the street (corridor with a place to change clothes, toilet).

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THE MOTHER TONGUE TEXTBOOK OF THE PRIMARY SCHOOL IN ELBEK'S INTERPRETATION

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ABSTRACT

This article provides an analysis of the "the Ways of writing" handbook for elementary school created by Elbek, a Jadid writer and educator who lived and worked in the last century. This tutorial covers sounds and their usage, syllables, word reading and others.

KEYWORDS: *National Curriculum, Congress Of Turkologists, "Ways Of Writing", Vowels, Words, Thick and Thin Stressed Vowels, Suffixes, Changes In Vowels.*

INTRODUCTION

The basis of national thinking, national consciousness, statehood forms the NATIONAL LANGUAGE. That is why language has always been very important. Even the "hegemont" language of the occupying powers has squeezed and turned national languages into a dead language, squeezing them out of the needs of human society. According to the latest figures from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are currently 6,912 languages in the world. The perspectives of these languages are grouped by analysis. They are classified as "endangered languages" and "dead languages". One of the disturbing facts is that every month two languages become a dead language.

We must first teach the national language to our children, who are the future of our nation, who have a tender heart and a clear mind, who begin to understand the world first through the prism of thinking of their parents, and then in kindergartens and schools. Only then we will not lose our identity in this ancient world of violent economic and political processes. In this sense, the knowledge acquired in the native language and reading lessons is very important for the acquisition of oral and written speech by primary school students. In June 2020, the draft National Curriculum for Mother Tongue was presented to the general public and experts at a

scientific conference by a working group of leading experts of the Republic through the Zoom platform. The specificity of the proposed program of teaching the mother tongue is aimed at developing four different linguistic skills in the student, namely, the student's listening comprehension, reading comprehension, oral and written. It is very important that the most pressing issues, such as the development of speech skills in general, are incorporated into the textbook content.

The texts included in the program are of great educational, scientific and linguistic significance. In the past, Mother Tongue textbooks were based on literature, but now students are able to understand and analyze scientific texts.

The interdisciplinary integration of the program is designed in such a way that topics are formed in any subject that the student needs, and they explain how to use language units and what to pay attention to. For example, while Tarbiya teaches adults to treat others with respect, Mother Tongue teaches the words used to express respect and the tone of their pronunciation.

As a result of the efforts of our Jadids to enrich our native language in the 1920s, Uzbek was adopted as the state language. The survival of any language depends on writing. In this regard, we have come a long way since the beginning of the twentieth century. Beginning in 1921, the transition from Arabic to Latin began. In 1926, a congress of Turkologists was held in Baku, the capital of Azerbaijan. The conference will decide on the transition to the Latin alphabet. This is due to the fact that the Arabic alphabet does not reflect the phonetic features of the Turkic language and is difficult to learn. Sources say that Nazir Turakulov spoke at the conference on the issue of writing. On June 10, 1926, the former Uzbek Soviet Executive Committee decided to switch to the Latin alphabet. According to the resolution, the Committee for the Introduction of the New Uzbek Alphabet was formed, which included Yuldash Akhunboboyev, A. Ikramov, F. Khojayev, Elbek, Majidi, A. Fitrat and others.

As mentioned above, in the 1920s, in magazines such as "Education and the Teacher", "The Furnace of Knowledge" we can observe the appearance of many Jadids, intellectuals, writers related to the Latin script and its spelling. One of such creative educators, Elbek created a textbook "the Ways of writing" for students of 2nd, 3rd and 4th grades of primary schools. In the introductory part of the book, the author wrote the following historical information: "Thus, at the beginning of the 21st year, at spelling conference the novelty was added to our spelling At the end of the language.

In addition, the Ways of Knowledge is a book that guides single students. That is why I have written this book in accordance with the resolution of the congress in a new way.

Of course, this book is not written for guidance; It is designed as a "lesson" for children to learn how to write in their hands."

The Ways of Writing consists of 11 lessons and consists of the following components:

Lesson 1. Sounds.

Lesson 2 Stressed vowel.

Lesson 3 The word.

Lesson 4 A part of speech.

Lesson 5 Thick and thin stretches.

Lesson 6 Connected and disconnected sounds.

Lesson 7 Extras.

Lesson 8 Attachments.

Lesson 9 Vowel changes.

Lesson 10 Rule.

Lesson 11 Assignments for students to test.

The lessons include 10 rules, 10 assignments, examples, questions, and 5 notes ("Notes", i.e. theoretical conclusions. A.U.).

In the first lesson, the meaning and number of vowels (letters) are stated (23): a, b, p, t, ch, j, x, d, z, r, s, sh, g', k, q, g, ng, l, m, n, f, h, y. For some reason the letter v is not given. Based on our current alphabet, the New Uzbek Alphabet Based on the Latin Alphabet, 26 letters, 3 letter combinations and punctuation marks are taught in primary school textbooks. Based on these, 24 consonants (the letter j represents two sounds: like a chicken magazine) and 6 vowels are taught.

First graders should know:

- a) Pronunciation and hearing of sound;
- b) See, read and write a letter;
- d) Should know that a letter is an expression of a sound in writing.

The second lesson covers vowel lengths. In modern Uzbek, we learn this as vowels.

For example, "o" from the upper syllables is a thicker syllable. That's why it's called a "thick top stressed", for example "qo'l", "yoz", "bor". Nowadays, these thick and thin ones are not expressed in our writing and pronunciation. There are signs of this superiority.

In the third lesson, the meaning of a word is explained as follows: A word is the combination of sound and sound syllable which mean something to a person. The Note in this lesson is that the words are also made up of lone sounds themselves, for example, til, yil, qish, u, iz. In our modern Uzbek script, "u" consists of one sound and a letter, the third person singular.

A *syllable* is a unit of organization for a sequence of speech sounds.

As the syllable is a complex concept, it is not taught in elementary school. The program requires students to develop the ability to divide a word into syllables. In the fourth lesson, Elbek uses the term "part of word" instead of "syllable":

"When we say a word, it is heard in one and / or more parts. This division of a word is called a "part of word": qish, qu-yash, yo-zish, o'l-di, bor-dim, o'-qu-moq-chi .

The fifth lesson is about thick and thin stressed vowels. X, g', q, and the presence of a thick upper stressed vowel "o" provided that they occur in the main part of a single word, in the case of a thick stressed vowel, k, g; it is said that a thin upper syllable is "a" and a thick lower syllable is "e", provided that the syllables appear at the beginning of the word. Examples: bor, yoz, o'quv, yig'lama, uxlagan(bold); yugur, gal, mana, el (thin word).

The sixth lesson. Connected and disconnected sounds. Vowels that are written on both sides are called "adjacent vowels": "t", "sh", "q", "l", "m". Sounds that are connected on one side and disconnected on the other are called "broken sounds": "r", "v", "z", "d".

Today, the skills to spell the letters of a word correctly during teaching of elementary school students are developed.

The seventh lesson. Shape-making supplement does not mean anything to a person, but is added next to the word: -da, -ga, -ga, -dan, -ning, as -ni, -dir. Example: mening, o'qishdan. Currently, 3rd graders can use word formation to form new words (mevali, suvsiz), and shape-making supplement connect the word with another word (daraxtning bargi).

The eighth lesson. Writings of shape-making supplement. It is interesting to note that, it is wrong to write the word "qolg'on" as the word "qolgan" (left), the word "kelg'on" as the word "kelgan" (came). In our modern Uzbek literary language, we write and pronounce the opposite.

Lesson Ninth. Variations in vowels, which are vowels "q" and "k", "q" becomes "g", and "k" becomes "g". Example: o'qumoq-o'qumog'i, ko'rmak-ko'rmagi (read-read, see-see). In this sense, it is similar to our modern Uzbek language.

Lesson ten. In the last part of the word, before the vowel "b", you need to look at the beginning of the word to write one of the sit or lower syllables. The main part of the syllable is written as a place before "b": ko'rub, borib, qolib, ketib (see, go, stay, go).

In the eleventh lesson, students are given a test task.

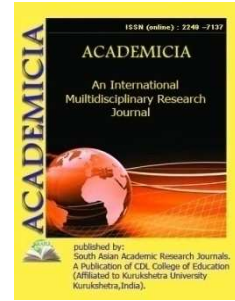
At the end of the book, Elbek emphasized that we should use our own words instead of foreign ones. He believed that it is better to write the word "bitik" instead of a book. This shows that Elbek is a Purist scholar who cares about the purity of our language.

The lack of a well-regulated writing system until the 1920s was one of Elbek's first steps in creating native language textbooks. This guide includes letter shape, reading, thin and thickness of the letters, syllables, words and affixes; in one word that means spelling rules. Similar to modern elementary school textbooks, questions and assignments are given after each rule.

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ARBITRARY PUNISHMENT: LYNCHING

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ABSTRACT

This article describes the development of scientifically-based, well-founded, constructive proposals for improving the norm provided for in Article 229 of the Criminal Code of the Republic of Uzbekistan as a result of identifying and analyzing current problems in the theory and practice of criminal liability for arbitrariness. Arbitrary crime has a special place among the crimes against the order of management provided by the Criminal code of the Republic of Uzbekistan. To date, the judiciary has accumulated some experience in the application of the crime of arbitrariness by investigators, but in practice there are still some problems with the misapplication of the norms of arbitrariness, pending resolution. In practice, new types of arbitrariness have emerged, and Article 229 of the Criminal Code of the Republic of Uzbekistan, which consists of only one part, is not sufficient to qualify these acts and requires supplementing them with provisions providing for liability for assessed or assessed types of arbitrariness. All of the above problems indicate the relevance of this research topic and require scientific research.

KEYWORDS: Arbitrariness, Right, Real Or Imagined Rights, Norm, Responsibility, Samosud - Arbitrary Punishment.

INTRODUCTION

In the introduction to the Universal Declaration of Human Rights, “Considering that the disregard and violation of human rights has led to atrocities that afflict the human conscience, it has been declared that the creation of a world in which people have freedom of speech and religion and live in fear and need is a noble human endeavor; it was stated that human rights should be protected by law in order to prevent them from being forced to revolt” [1].

Similarly, Article 198 “The rights and freedoms of citizens enshrined in the Constitution and laws are inviolable, and no one has the right to deprive or restrict them without a court decision”

of the Constitution of the Republic of Uzbekistan and Article 26 of the Constitution of the Republic of Uzbekistan state that the case of any person accused of committing a crime shall not be considered guilty until it is tried in a lawful and transparent manner.

If we look at ancient history, humanity was born, its rights and obligations have emerged in any time and place, and measures have been taken to protect them. However, arbitrary punishment for violated rights is strictly forbidden, and even in Islam, arbitrary punishment of a person (samosud) is prohibited by Sharia law [2].

THE MAIN FINDINGS AND RESULTS

According to the Great Legislative Dictionary, arbitrary punishment (samosud) originated from the practice of dispute resolution in medieval countries and was related to the right to use force (with a fist), for example, in Germany, vassals settled disputes by force of arms [3].

In recent times, the term “samosud” has been widely used in society as an arbitrary act that reflects the use of physical and mental violence. What is “samosud”, “samosud”– “Lynch” (Lynch's court dictionary in the United States brutally punished Negroes and revolutionaries in public without trial) is a crime, that is, to punish without resorting to the law. This differs from ordinary revenge in that in revenge, the victim himself or those close to him seek revenge against the perpetrator, while in “samosud” (arbitrary punishment) they seek to protect society from an impending threat by providing justice, as they see fit, by harming or punishing the perpetrator [4].

Although these crimes are common in society today, there are cases of arbitrary punishment of a person suspected of committing a crime or a violation of another law or a certain order without resorting to the relevant authorities, without a trial or investigation; it is a manifestation of the arbitrary use of arbitrary mental or physical violence.

Although the current Criminal Code of the Republic of Uzbekistan does not provide for liability for arbitrary punishment of a person (Samosud), this crime, in its composition, nature and other legal aspects, is a separate qualification of the crime of arbitrariness under the Criminal Code. In practice, this crime was classified by the judicial authorities under other articles of the Criminal Code (Articles 109, 105, 165, 277 and other articles), i.e. as crimes against the person, health or economic crimes. As a result, actions taken as a result of the exercise of a real or imaginary right, which is a necessary sign of the objective aspect of the crime of arbitrariness, are ignored. For example: According to the verdict of the Criminal Court in 2020, 4 women (relatives) conspired to catch victim A in a public street, cut her hair with a shotgun and caused minor bodily injuries as a hooliganism under Article 277 of the Criminal Code. Looking at the content of the crime committed, the women accused of the crime committed the crime as a group to intimidate the victim with beatings and insults in order to punish them arbitrarily for violating another family. The crime was assessed as hooliganism by the preliminary investigation and the court. According to the law, hooliganism is a crime against public order; Intentional disregard for the rules of behavior in society means a gross violation of public order (interpersonal relations, rules of conduct, formed social life) established by normative legal acts, norms of etiquette and morals, customs and traditions. Also, in the decision of the Plenum of the Supreme Court of the Republic of Uzbekistan No. 9 of June 14, 2002 “On judicial practice in cases of hooliganism”, the courts ruled that hooliganism is different depending on the nature of the intent and the purpose of the act they must be able to distinguish between crimes. Including insults, beatings in

the family, at home, relatives, acquaintances; actions such as minor bodily injury, if they were the result of a personal disagreement or as a result of the victim's improper conduct, should be assessed as a crime against the person and qualified by the relevant articles of the Special Part of the Criminal Code [5].

Although the crime in the example above is properly qualified from the point of view of the current criminal law, in practice the main purpose of these actions is arbitrary punishment (samosud). Unfortunately, the absence of a norm in the current Criminal Code, which provides for arbitrary punishment, precludes the correct assessment of certain criminal acts.

In the context of the crime under investigation, although the law does not require emotions to qualify the perpetrator's actions, they must be taken into account in cases where the offense is motivated to some extent by the victim's illegal conduct. In our view, in addition to guilt, the goal is also important in the structure of arbitrariness.

In this regard, we believe that Article 229 of the Criminal Code should be supplemented with an article entitled Arbitrary Punishment (samosud) as a special qualifying feature or in the form of a special norm.

If we pay attention to the international experience in this regard, "samosud" is carried out not only to protect their rights, but also for revenge. In Russia, "samosud" escalated en masse after the February Revolution of 1917, because the police, who was formed after the abolition of the police, could not fight such crimes because the state power was empty and weak. In fact, more than 10,000 "samosud" movements were carried out during the revolution [6].

In America, "samosud" began in 1848 in the camps of California during the golden age and was carried out in the form of vigilantism (from the English - awareness committee). In this state, too, as a result of the weakness of the government (victim), the criminal committees (mainly thieves and rapists) were caught and punished by the people's courts (*jury trial*- sudprisyajenyx) independently [7.]

"Samosud"- the responsibility for arbitrary punishment was first included in Article 6 of the "*Dvinskaya Charter Diploma -DvinskoyUstavnoyGramoty*" in 1397-1398 [8].The "*Dvinskaya Charter Diploma- DvinskayaUstavnayaGramota*" is a source of law that defined the judicial and administrative powers of the prince in the territories belonging to the prince after the unification of Prince Dvinsky's lands with Moscow in 1937 [9.] According to Ukrainian sociologists, "the sharp decline in public confidence in the police and the courts is turning people into self-governing courts," but the facts show that the verdict of the angry crowd will not be fairer than the verdict of the judges. According to lawyers, repression against offenders is also an offense [10].

In the course of the study, we can conclude that an effective fight against criminal arbitrariness (including arbitrary punishment-samosud) requires a concerted effort to identify the causes and conditions that lead to crime and to prevent them.

This means that in any state and society, as a result of simple legal illiteracy, misunderstanding or incorrect choice of the rule of law applicable to the situation, these crimes are increasing in number and form; it can be concluded that it leads to misapplication of the law as a result of failure to disclose it as a latent crime or, conversely, to qualify it with other articles of the Criminal Code.

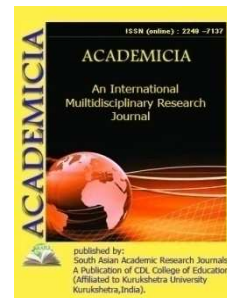
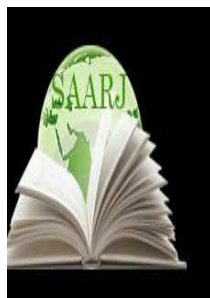
Taking all this into account, the existing judicial practice, which does not differ in the uniformity of arbitrariness, as well as proposals for the criminalization of arbitrary trial as a criminal act, which is a specific type of arbitrariness, its legal and technical expression; the appearance of the offense as determined by the lawyer; indicates the need for a detailed study and analysis of the content of arbitrariness in order to determine the need for changes for compliance with the internal content.

CONCLUSION

Based on the above, taking into account the theory and practice, we believe that Article 229 of the Criminal Code, which provides for the crime of arbitrariness, should be supplemented with an article entitled Arbitrary Punishment (samosud) as a special qualifying feature or as a separate special norm.

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WAYS TO INCREASE THE EFFICIENCY OF FISHERIES THROUGH THE USE OF ENERGY-EFFICIENT LIGHTING SYSTEMS

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ABSTRACT

This article deals with the application of energy-saving electro-technological systems in the rapid development of the fishing industry in the Republic. They provide information on reducing electricity consumption and saving food and feed products through their use. The biological enhancement results of low-intensity laser beams date back to the late 1960s and early 1970s and were derived from the use of a helium neon laser ($\lambda = 632,8 \text{ nm}$) and was the first industrially manufactured device. In the optimal regimes of the photovoltaic, hematological parameters were normal. In the absence of light, a clear separation of neutrophilia and leukopenia was observed.

KEYWORDS: *Electro-Technological Device, Low-Intensity Laser Beams, Ultraviolet and Infrared Rays.*

INTRODUCTION

A number of legislative acts have been adopted in the country to accelerate the development of the fishing industry, increase the volume by introducing modern and innovative methods of fish production, regulate the industry and take measures to ensure their quality and thorough implementation [1].

At the same time, insufficient attention is paid to intensive fish farming; insufficient work is being done to address the problems in the development of the fishing industry in the regions, to support fisheries.

Insufficient attention is paid to the effective use of water basins attached to fisheries on the basis of a scientific approach, improving their reclamation, as well as the widespread introduction of energy-saving technologies and innovations.

The demand of fisheries for mineral fertilizers to increase the productivity of artificial reservoirs is not fully met. Also, research work on the replacement of mineral fertilizers with other alternative fertilizers is not carried out [1].

Domestic production of equipment, tools and mechanisms for intensive fish farming, hunting and processing has not been established. As a result, many entrepreneurs are wasting their time and money buying them from abroad.

The use of energy-efficient electrical equipment in fisheries is also lagging behind.

The Presidential Decree states that it is possible to gradually establish and encourage intensive fish farming in the country, efficient use of available water resources, and large-scale introduction of innovative ideas, scientific developments, modern technologies and scientific achievements, further support of the fishing industry [1].

THE MAIN FINDINGS AND RESULTS

The enhancing effect of natural (solar, moon) and artificially developed light sources has long been known. For example, in 1903, the Danish physician Nils Finzen was awarded the Nobel Prize for his work on the treatment of certain diseases (smallpox and smallpox) using red light and ultraviolet light.

The real change in this field began after the creation of lasers with a convenient monochromatic radiation source, which interested many researchers.

The biological enhancement results of low-intensity laser beams date back to the late 1960s and early 1970s and were derived from the use of a helium neon laser ($\lambda = 632,8 \text{ nm}$) and was the first industrially manufactured device. However, the rapid development of laser technology, which provides the acquisition of radiation over a wide range of wavelengths, accelerating and generating exposure modes, has opened up new horizons for researchers.

Laser radiation is a form of non-ionizing electromagnetic radiation characterized by coherence, polarization and mono-chromaticity. Lasers produce electromagnetic radiation in a range of different spectral ranges, from ultraviolet light to infrared light, and their power can range from a few milli-watts to a hundred megawatts.

The future of research in the application of low-intensity laser beams in agriculture, including livestock, poultry, and fisheries, is bright.

Research in this area was carried out by N.V. Mikhailov and others 30 years ago, and it was found that by irradiating chicken eggs with helium neon laser light at a wavelength of $\lambda = 632.8$ nm, the chicks emerge and their living properties are improved [2].

Subsequent studies (B. F. Bessarabova and E. B. Petrova) reported an increase in hemoglobin levels in the blood and natural resistance in chickens when laser radiation was given in the early stages of embryonic development.

In the research of V.P. Inozemova and others, it was noted that low-intensity laser beams gave good results in veterinary medicine, that is, better results were obtained in horses and cattle with laser therapy after laser therapy than with drug treatment.

In the research of E.Yu.Smertina and others, infrared rays ($\lambda = 940$ nm) and red optical rays ($\lambda = 660$ nm): 0.5, 50, 100, 250, 500, 1,000, 3,000, 5,000, 25,000 It has been reported to have an antimicrobial effect at GTS frequencies and to slow the development of Staphylococcus aureus, increasing the resistance of sick cattle [3, p. 129].

T.N.Boltushkina and D.V.Shestakov proved that the live weight of laser beams increased under the influence of laser beams in the range of infrared spectra of wavelength $\lambda = (0.89-0.99)$ μm lower than in calves controlled.

From the above, it should be noted that the use of low-intensity laser beams in animal husbandry and veterinary medicine has been observed to improve the beneficial properties of poultry, pigs and cattle. Accordingly, the future of the application of low-intensity laser beams in animal husbandry and especially in the fishing industry seems to be bright.

What is of great interest to researchers at the present time is the correction and acceleration of growth and development of hydrobionts using various physical factors, especially in aquaculture conditions.

Several studies have found that different fish have a stimulating effect on fish-water-biological performance using light and in different modes and methods of lighting. For example, A.B. Ruchin studied the effect of the photo cycle on the growth, physiological and hematological parameters of Siberian sturgeon; he studied the acceleration of development and respiration of young fish at 12, 16 and 24 hours of daylight, increased total food intake and conversion. Darkening during the day showed a decrease in these figures. In the optimal regimes of the photovoltaic, hematological parameters were normal. In the absence of light, a clear separation of neutrophilia and leukopenia was observed. An optimal and light factor for fish development was observed in the groundwater regime, an increase in the number of lymphocytes, erythrocytes, hemoglobin concentration, and changes in the biochemical composition of yeast proteins and an improvement in the morphological index [3, p. 129].

G.G. Magomedova proved that when the power density is $2.92 \text{ mW} / \text{cm}^2$, they achieve a viable effect on survival, the larvae get out, and the emergence of larvae allows increasing the linear weight.

Researchers at the Belarusian National Academy of Sciences named after BI Stepanov have shown that maximum inoculation effect can be achieved when irradiating animal tissues in vitro at a power density of $3.0 \text{ mW} / \text{cm}^2$.

Different reactions of embryos depend on different related photosensitivity factors of embryos: spectral and energy indicators of illumination, optical characteristics of embryos, evolutionary adaptation, as well as stages of embryogenesis and external conditions. In this case, the optical characteristics of the spawn of trout, sigal or carp are determined by the presence of carotenoids and cytochromes, while the sturgeon is stained black due to the presence of melanin.

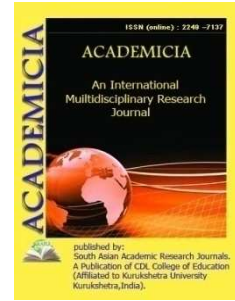
The search for the optimal spectral range that affects laser radiation is a topical issue facing modern researchers.

CONCLUSION

1. The demand of fisheries for mineral fertilizers to increase the productivity of artificial reservoirs is not fully met.
2. Lasers produce electromagnetic radiation in a range of different spectral ranges from ultraviolet light to infrared light, and their power can range from a few milliwatts to a hundred megawatts.
3. The results of biological amplification of low-intensity laser beams were obtained.
4. It has been proven that it is possible to achieve a viable effect for living when the power density is $2.92 \text{ mW} / \text{cm}^2$.

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UNIVERSAL VALUES AND SPIRITUAL GROWTH IN THE PROCESS OF GLOBALIZATION

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ABSTRACT

The article discusses the dialectic of national and universal values in the context of globalization in today's world. Some recommendations are given based on the nature of the topic. The limitation of universal values in space and time is relative. Just as human culture and civilization are a single phenomenon, so is the world. All civilizations in the world are integral parts of a single human spiritual wealth. This means that if great scientific and technological discoveries are national and do not become the wealth of mankind, they will not receive enough attention and will not be applied worldwide. By universal value, we mean a system of values that is important for social development. These values have been created by all nations in the process of world historical development. The limitation of universal values in space and time is relative.

KEYWORDS: Globalization, Civilization, Values, Nationality, Humanity, Adaptation, Generalization, System of Social Development.

INTRODUCTION

The process that humanity is going through today is characterized by globalization. Speaking of the phenomenon of globalization, it should be noted that this term has a very broad meaning today as a scientific-philosophical, vital concept. From the general point of view, this process means the formation of a completely new economic, socio-political, natural-biological, global environment, and at the same time, the existing national and regional problems are becoming global problems.

In the process of world civilization, on the one hand, there is the principle of individualization and, on the other hand, there is the principle of generalization (globalization). Adaptation is reflected in the formation of new states, the liberation of peoples from colonial oppression or other oppression. In this endeavor, national traditions will be revived, attitudes to ancestral

heritage will be radically changed, a sense of national pride will be revived, and the historical spirit of the people will be revived.

The revival of national values will create great strength in the people, which will be the basis for demonstrating the creative potential of the nation. This is a very important factor. The potential that emerges in the process of nation-building leads the nation to global processes. Therefore, national adaptation is a positive process that transforms all the peoples of the world into equal members of the world community, allowing each nation to develop its own unique qualities. Now that more than 190 countries around the world are members of the United Nations, each of them has unique national characteristics and values. At the same time, another global-historical process - the formation of a community of peoples - is developing. This phenomenon does not hinder the process of adaptation of nations; on the contrary, it helps to accelerate this process of adaptation.

RESULTS AND DISCUSSION

By universal value, we mean a system of values that is important for social development. These values have been created by all nations in the process of world historical development. The limitation of universal values in space and time is relative. Just as human culture and civilization are a single phenomenon, so is the world. All civilizations in the world are integral parts of a single human spiritual wealth. Therefore, all national cultures are based on common human values. At the heart of these values is man, his will, dignity, spiritual beauty, unique mind. The main pillars of these values are democracy, humanity, enlightenment, law, individual freedom, religious harmony, justice, morality, and service.

The growth of world economic and political relations is a driving force in the process of generalization. However, it is universal values that call humanity to spiritual unity, encourage cooperation, cultural and material development, and encourage the nation to participate in the global process. In this way, it protects the state and the people from being trapped in its own narrow shell, national boundaries and local thinking.

In the words of the great Kazakh poet, academician, diplomat Uljas Suleymanov: "There is no separate state on earth. Everyone is connected to each other. Partner with each other, one's work cannot end without one. Do not believe those who wrap themselves in their shells and say, "We have nothing to do with anyone, we are the khan, our shadow is the square," they are just people who want to pocket their pockets, who are indifferent to the fate of the people. Independence means to keep pace with the countries of the world, to be partners, to live in harmony. " {II}.

Universal values are essential for large-scale economic development. Modern technology is developing as a product of molecular biology, electronics, nuclear physics, universal thinking, and is the product of a new idea based on the unification of universal forces. To prove our point, Nikolai Fyodorov, director general of ZAO Alloy Corporation and an academician of the Russian Academy of Sciences, said he was concerned about the shortage of great scientists in nuclear physics in Russia. It would be difficult to restore the glory of Russian nuclear physics without it. So, which scientists of the world does N. Fyodorov recommend to involve in this work? On his recommendation: Russian scientists GG Perelman, S. Smirnov, Yu. Maravin, Yu. Trutnev, Yu. Abov, E. Velikhov, V. Kadishevsky, S. Kirienko; Kamame Ikeda and Osama Miotodzimani from Japan; In Uzbekistan, as early as the 1980s, he advised to involve

academician NazarTuraev, a scientist known in the former USSR for his series of lectures and seminars. {10}.

Today, the formation of a perfect system of management and communication requires world experience, knowledge and skills, knowledge of foreign languages, modern computers, knowledge of the international communication system "Internet". However, blind worship of generalization in this way is also useless, because in the modern world, under the guise of generalization, the infiltration of foreign elements into the nation is also observed. "We are witnessing the process of globalization, in particular, the Internet, other global media is now becoming a sharp tool of spiritual influence for various purposes. In such a situation, a person who does not have the ability to think independently cannot withstand the pressure of moral threats"[3: 1094]. The global flow of information is so strong now that the general public is not always able to understand and accept it. Advertising, film, television, show business, seduction, and counterfeit art often infiltrate political ideas. Therefore, generalization cannot be allowed to take place under the leadership of one or two states. Because in it, these states impose their spiritual values on other peoples, undermining their national spirituality and identity. The formation of universal values and their implementation in life should be in the form of dialogue, that is, on the basis of bilateral equality. As the famous Kazakh poet, academician Uljas Sulaymonov noted: "Man is a small part of his nation. When people around us evaluate us, they are evaluating not only us, but also our nation. If you are respected, your nation will also be respected and honored, and your nation will be honored by looking at you. If you want to glorify your nation, first of all, follow the rule of being great. As we cultivate talents and pave the way for their good deeds, the ignorance and sorrow in the corners will diminish on their own. Just because we are the children of great people does not mean that we are great. To be a child of a great nation, one must strive to be great oneself. My advice to young people is that each of us has the right to never forget that we are a small part of our nation." {12}.

Any creation in the field of culture, art and literature will be imbued with the genius of the nation. However, any nationality is important only if it reflects universal values, and in this respect it is recognized in the world. This means that if great scientific and technological discoveries are national and do not become the wealth of mankind, they will not receive enough attention and will not be applied worldwide. Because Shakespeare was English, he naturally wrote his works in his native language, but because of the predominance of universal values in his work, he became a writer of all mankind. That is why Shakespeare has a great place in the spiritual development of the Uzbek people. Othello, Hamlet, Romeo, Juliette, King Lear, Coriolan are among the favorite heroes of the Uzbeks.

Or the great Uzbek writer Abdullah Kadiri's novel "Utkankunlar" was published in English in the United States and in China in January 2020. Otabek and Kumushbibi became the most respected and exemplary heroes of the British, Americans and Chinese.

Following the deep-rooted principle of "Literary friendship - eternal friendship", Uzbekistan pays great attention to the translation and publication of masterpieces of world literature in Uzbek.

It should be noted that thousands of works of world literature have been translated in our country, and a unique creative school of literary translation and translation studies has been formed.

Uzbekistan is a country with ancient history, immortal values and invaluable national cultural heritage. Only Shashmakom has been recognized by UNESCO as a "Pearl of the Oral and Intangible Cultural Heritage of Humanity" and included in the World Representative List. Every two years in our country in Samarkand International Music Festival "Shark taronalari"; International Conference of Makom Art in Shakhrisabz; Holding the International Festival of Bakhshi Art in Termez plays an important role in educating young talents, supporting them, further enhancing the prestige of our unique heritage in the world, and developing international cultural cooperation.

Hundreds of young people from different regions of the country are lovingly studying the national folk art at the newly established school of bakhshis in Termez. This is the purpose of preserving and further developing the examples of folklore, which are invaluable cultural masterpieces created by mankind.

Great attention is paid in Uzbekistan to the preservation of ancient monuments, cultural values of the past, the implementation of comprehensive measures for the development of culture, art, science and education. From this point of view, the experience of Uzbekistan can be programmatic for all.

CONCLUSION

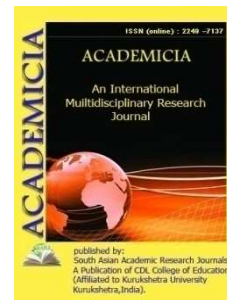
Universal values are a powerful force in the social, cultural and economic development of countries. They also serve to eradicate the narrow nationalism left by the diamond, which fears that modern technology, scientific and cultural achievements will lose the identity and national unity of the people. At the same time, the interplay of universal and national values can become a practical force that enhances the potential of all nations. Universal value is not a system of abstract values that emerge outside of man. It is the product of the historical unity of everyone and the spiritual activity of associations. Universal values are reflected in the reality that is manifested in man and his activities.

Because of this feature, universal values gradually unite humanity and take their place in a single world civilization. Speaking about the main factor and the reason why the process of globalization is entering our lives faster and deeper, it must be objectively acknowledged that today the development and prosperity of any country is so closely linked not only with its near and far neighbors, but also with other regions and territories, it is not difficult to understand that the exclusion of any country from this process does not lead to positive results. In this sense, globalization means, first of all, an unprecedented acceleration of the pace of life. Only when we align our national development with the systems of universal values can we take our rightful place in the modern civilization. Only then will we be on the great path of world social development. It is a path from the bottom up, from the simple to the complex, and its criterion is the liberation and perfection of man.

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CONTENT OF PEDAGOGICAL EXPERIENCE IN THE STRUCTURE OF PHYSICS TEACHING AND METHODOLOGICAL BASIS OF ITS ORGANIZATION

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ABSTRACT

The paper discusses methods for abstraction, analysis and synthesis, in theory study and the method of preparation of the empiricist teaching test and practical work. As well as, the article outlines the priorities of organizing physics education on the basis of a differentiated approach to the development of the intelligence of trainees. As a result, the same learning content and the same complexity of knowledge and skills provided to students do not ensure their dynamic development. Eventually, there will be a number of students who do not master science and lose interest in it. The short-term experiment used a differentiated learning process for students. In comparison with the control group, the level of aspiration, interest and knowledge of the students of the experimental group changed significantly, and positive results were achieved.

KEYWORDS: *Method, Abstraction, Analysis, Synthesis, The Theoretical Method, The Empiricist, Educational Literature, Phraseological Method, Induction, Deduction, Classification, Analogy, Prophecy, Design, Modeling.*

INTRODUCTION

Currently, the education system requires the introduction of new non-traditional teaching methods, as well as the acquisition of the necessary knowledge by the students themselves, independent study, conclusion.

Such unconventional methods should be aimed at active and independent acquisition of knowledge, the development of thinking skills, and the development of a scientific worldview. It is also important to pay more attention to scientific and methodological activities to improve the effectiveness of the educational process.

In today's education system, one of the primary tasks of educational institutions is to develop the abilities of students in different disciplines in each subject. Because it is not enough to equip students with certain knowledge and skills.

In the context of the current process of globalization, the training of highly qualified personnel and the training of modern competitive specialists who meet the requirements of the STS pose a number of challenges to the education system. Scientific and pedagogical research and research have shown that traditional education based on the active work of a teacher in the classroom, focused only on the idea of unification, aimed at obtaining ready-made knowledge, does not justify itself in practice [1].

Currently, the social order of society in education has undergone radical changes: it is designed to create for each student a wide range of opportunities to achieve specific learning goals, taking into account his interests, abilities and inclinations. The education system serves as a means of fulfilling a social order in the context of educational developmental tasks.

MATERIALS AND METHODS

It is believed to be the best way to accommodate students' interests, abilities and inclinations for physics (this is a learning process, including teaching, stratification) (differentiation).

The main task of our teachers is to create a favorable environment for students, to increase their capabilities, abilities and interests. According to some scientific and pedagogical studies, literature and articles, as well as their analysis, there are certain problems in the foundations of stratification in teaching physics, and an economical solution must be found.

According to scientific, pedagogical and applied research, not all students have the same level of knowledge and skills. It depends on their personal characteristics, abilities, interests, as well as on the family environment. In addition, the content of education that students must master is not commensurate with the perception and abilities of each of them. Because every student in the class has different abilities. It is difficult to find two students with similar abilities. The knowledge and skills transferred to students through the program are related to the abilities of some students, are new to others and burden other students. As a result, the same learning content and the same complexity of knowledge and skills provided to students do not ensure their dynamic development. Eventually, there will be a number of students who do not master science and lose interest in it. Accordingly, the idea of organizing the educational process on the basis of a single requirement does not justify itself, it is desirable to organize the educational process.

We believe that the required level of knowledge cannot be achieved without the group organization of students and the development of initial skills. In particular, in the process of teaching physics, it is advisable to identify students' interest in science and organize the educational process, differentiating them according to different levels of knowledge, level of consciousness, level of training, and qualitative characteristics of students. Also, if the educational process of physics is organized on the basis of a differentiated approach to the

interests of students, their activity will increase, their level of knowledge will increase, their interest will increase, their independent and free thinking will develop, their knowledge will be systematized, and practical problems of physics will be formed.

In the history of pedagogy, the stratification of education has always been relevant. In particular, the Great Didactics of the great Czech teacher Jan Komensky reflects one of the didactic principles of teaching - the principle of "comprehensibility".

Differentiated learning is an educational process that involves the management of the educational activities of students in a specific system. Organization of training according to interests, abilities, consciousness, knowledge of students - differentiated education, which is a measure of pedagogical science.

The main goal of differentiated education is to increase the effectiveness of the educational process to meet the needs of students to improve their knowledge, skills and abilities.

Its main task is to determine the criteria for in-depth study of the level of preparedness of students and what should be focused on in order to ensure the high efficiency of the educational process. The social essence of stratification education is, on the one hand, in the formation of each student's creativity, hard work, initiative, creativity, on the other hand, in getting rid of the method of equalizing education, calling everyone to new views on the basis of interests, abilities, results lay the foundation [2].

The organization and implementation of differentiated education requires a physics teacher to have great methodological skills, research, knowledge and initiative. This requires the advance development of all methodological mechanisms of the lesson technology and the preparation of the lesson script. Otherwise, the expected positive results will not be achieved.

The selection of creatively gifted students to educational institutions requires that they study through a differentiated teaching based on direct grouping by area and their level of ability.

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Allocating time for differentiated classroom assignments, of course, requires great skill on the part of the teacher. At the same time, it is important for the teacher to develop students' interest in the study of physics. Therefore, it is important to provide opportunities to meet the needs of students who show interest and ability in physics.

DISCUSSION

Experimentation is essential to determine the reliability, effectiveness, and relevance of any technology used in training. Among the organizational and methodological measures taken in the design, development and implementation of pedagogical technologies, an important step is the organization and conduct of experiments.

Pedagogical experimentation is a method of scientific and pedagogical thinking aimed at clarifying the causal relationship between pedagogical factors, conditions, processes and methodological approaches based on clear plans.

The theoretical method consists in modeling, analysis, synthesis, comparison, generalization, stratification of pedagogical technology, integration of its systems and identification of the most important legal links between them.

The empirical method is based on the study of well-known scientific-theoretical, educational-methodical, popular science, additional literature on experimental activities and analysis of existing ideas, hypotheses and experiments. corresponding models and project of forthcoming works.

The credibility and validity of test results is an important indicator. It should be borne in mind that as a result of experiments, various unexpected conclusions and results can be obtained. This is due to the fact that experimental results do not always give a guaranteed result.

The success of the experiment largely depends on the preparation and skills, methodological skills, knowledge and experience of the facilitator, the number of respondents (participants) and their attitude to this activity.

Before starting to experiment, it is important to determine the most appropriate method of working in this area. These methods are mainly divided into two main groups based on the above theoretical and empirical experiments.

It is necessary to study all regulatory and methodological documents, recommendations, guidelines related to the problem that is the subject of the experiment.

Analysis of various documents on the activities of educational institutions, pedagogical observations, oral and written surveys, answers to questionnaires and test questions, study and generalization of various best practices also contribute to pedagogical experiments.

The number of students in control and monitoring classes selected to ensure the objectivity of experimental results, relative equality of ability, equal number of textbooks, teaching aids, unified science classroom or classroom equipment, and the number of students in each class. Instructor: Teaching in both grades allows you to compare the results of the current and proven curriculum and draw clear conclusions [2].

Result

The short-term experiment used a differentiated learning process for students. In comparison with the control group, the level of aspiration, interest and knowledge of the students of the experimental group changed significantly, and positive results were achieved. In particular, when the experiments were first carried out in experimental groups, we witnessed the results of the analysis of students' knowledge, their comprehensive and deep scientific assimilation of teaching materials in physics.

The students' answers to the questions of the control group were superficial, incoherent, were not interested in the importance of physics in technology and showed a very weak ability to apply their knowledge of physics in practice. This can be seen in the table below.

№	Experimental groups				Control groups			
	Assessments							
	fine	well	satis- factory	unsatis- factory	fine	well	satis- factory	unsatis-factory
1	20	42	38		5	25	52	18
2	28	40	32		5	2	69	24
3	22	37	38	3		30	52	18
4	26	33	41			8	65	27
5	18	48	34		2	28	62	8
6	16	49	35		4	27	52	17
7	14	48	34	4		30	51	19
8	20	37	40	3	3	4	70	23
9	13	38	41	8	2	26	60	12
10	19	43	38			24	53	23
Average mastering	19.6	41.5	37.1	1.8	2.2	20.4	58.6	19

The use of a differentiated approach to the educational process, which is one of the non-traditional methods of teaching students to achieve the desired knowledge in physics, allows increasing the level of students' knowledge, improving the quality of teaching, and achieving high efficiency if:

- Targeted educational activities for students aimed at improving their knowledge;
- Creation of the necessary pedagogical conditions for the formation of educational activities of students in the effective assimilation of the necessary knowledge;
- Develops a scientific and methodological basis for solving problems and a differentiated approach to laboratory work, purposefully organizes and develops educational activities;
- Introduction of pedagogical technologies and non-traditional methods in teaching physics, as well as the correct use of modern information technologies in teaching;
- Correct and rational use of experimental methods to provide students with the necessary knowledge of physics in the educational process;
- Correctly organized educational process for students:

Also, if the educational process of physics is organized on the basis of a differentiated approach to the interests of students, their activity will increase, their level of knowledge will increase, their interest in science will increase, independent and free thinking will develop, their knowledge is systematized, and practical questions are formed.

With the introduction of a differentiated approach to the educational process in physics, students' knowledge will grow, their level will rise, their interest in science will increase, their abilities will develop, and their thinking will become more free. The deeper the topic, the better the students understand and master the material. The teacher has the opportunity to use various

forms, methods and techniques of the lesson to explain complex concepts of a topic, especially problem solving, as students understand and accept the ideas put forward by the teacher [3].

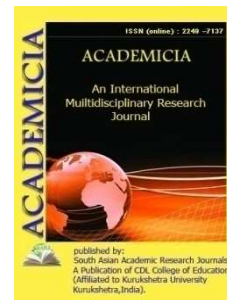
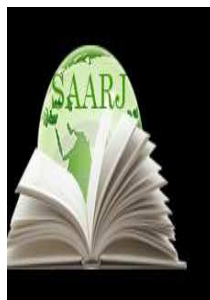
CONCLUSION

Experiments have shown that the introduction of differentiated learning by students mastering academic disciplines or their creative abilities, direction and level, first of all, the development of knowledge, skills and abilities in gifted children; secondly, do not waste time; thirdly, to ensure the stability of relations between students.

Thus, differentiated education is based on the principle of general didactics, which provides for the specialization of the educational process in homogeneous groups of specially organized students. This requires the student to realize his personal potential and meet the requirements of the modern educational process.

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CONCEPT AND MODEL OF THE TEACHER SELF-DEVELOPMENT PROCESS IN A VIRTUAL ENVIRONMENT

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ABSTRACT

Globalization and flow rate of information in the modern world requires teachers to constantly work on themselves, constantly analyzed their activities and enriched their experience. The article discusses the importance of self-improvement in improving learning efficiency. From the point of view of scientific and technological progress, the concept and model of the organization of the process of self-study in a virtual environment is developed.

KEYWORDS: *Teacher, Pedagogical Activity, Self-Analysis, Self-Esteem, Self-Consciousness, Activity, Independence, Responsibility, Initiative, Desire For The Goal, Self-Government, Initiative, Self-Development, Contradiction, Virtual Didactic Environment.*

INTRODUCTION

The more significant the role of education and training in the formation and development of the individual, the more effective the work of a person over himself in the process of upbringing and learning. Thus, in pedagogical studies, self-study is studied not only as an important factor in improving the effectiveness of educational impacts of the external world and the subject of training, but also as a form of an individual educational process.

This form of education was also deeply analyzed in ancient Greek philosophy. In particular, the idea of "self-consciousness", which is leading in the reduced glances, is interpreted as the main way with which a person reaches truth and positive qualities. That is, according to the ancient thinkers, only after the self-consciousness determines that a person is capable of and what it cannot achieve, and determines the way to achieve truth in the future. The "SUPPORT CONNECTION" method, which is a leader in a reduced teaching, as well as is known, plays an important role in self-awareness of a person and in self-determination of truth [1, p.225].

Purpose. Plato One of the first gave theoretical substantiation of the process of work on himself. In his opinion, the human soul is a holistic substance consisting of mental, volitional and emotional parts. And it is necessary to strengthen the mental part of the human soul, develop emotional processes based on the power of will. The mutual unity and the dependence of the same mental, volitional and emotional processes is the driving force of the work of work on themselves.

Aristotle believes that no blessing in the formation of the human soul can be given by nature (a person acquires it throughout his life), but nothing is purchased, except natural abilities. In this process, self-consciousness, self-determination of a person serves as a starting point for working on itself.

Views of J. J. Rousseau more contradictory than traditional pedagogical views. In his opinion, education based on the natural development of the individual should be based on contradictions. That is, the upbringing should not be in order to stand on the right way or learn the truth, but in limiting the natural needs and aspirations of the child and adapt them to the standards. "The first natural behavior is always true - this is an indisputable fact. The only and innate sense of a person is his love for himself, that is, to love himself, respect himself. There are many positive and useful aspects in this. "[2, p.94].

Quality such as activity, independence, responsibility, initiative, the desire for the goal, self-government, initiative are important factors of self-development.

Scientific novelty of the article. Theoretical views on self-improvement are interpreted as an important factor for satisfying the life needs of a person, psycho-emotional well-being and the maturity of the personality. The procedure Agological aspects of the problem reveal the forms of self-development and demonstrate their personal abilities in the educational process. And from a psychological point of view, the phenomenon of self-development is not fully studied. However, sources argue that the term "self-development" consists of three concepts that are interrelated, but differ from each other: self-development, identity development and personal development. Although these concepts are often used as synonyms, each of them has its own meaning. Self-development is interpreted as a tendency to creativity, creativity. Thus, in psychology, self-development is investigated in two directions: the first as internal processes, as a spontaneous process based on motivation, and the second as a development as a process of conscious and targeted self-transformation.

The process of self-development of the individual in a virtual educational environment proceeds in the form of a multistage hierarchy. In this case, the process proceeds to the next stage only when the needs of each stage are fully implemented, and in the end, a person reaches its capabilities and personal development. The psychologist K. Stizhs notes that "a man is kind in nature and acts in such a way as to show his abilities, it is only necessary to give him such an opportunity so that he can do it." As a psychologist, he develops concrete ways to overcome the problem, a specific methodology. According to his methodology, which he calls "a customer-oriented approach," there is an opportunity to overcome the problems that everyone faces. The task of a psychotherapist is facilitation, that is, to support and send the client on this path. It focuses not on the problem, but on his personality and on his The possibilities of manifesting personal abilities. [2, p.130]). In order for the person's self-development process to have a

positive effect, it is imperative to create favorable conditions for the implementation of the program of action, empathy, sincerity, the support of which he chooses.

The self-development of future teachers is a movement to the manifestation of their personal capabilities as a specialist, compliance with the requirements of the pedagogical process, a regular increase in professional competence, continuous development of spiritual and moral qualities, as well as the manifestation of personal initiative, independence, responsibility and volitional qualities. Based on the analysis of psychological and pedagogical sources, it can be noted that external factors regulating the process of working future teachers on themselves include a pedagogical environment, pedagogical communication, productive use of time, team management style, etc.

Results and practical applications.As providing the dynamics of the process of self-development of primary school teachers, a number of contradictions can be given:

1. Contradictions between personal capabilities, the need to change the content of its activities and self-development.
2. Contradictions between the pedagogical goal and motivation. The motivation approach to achieving the goal entails the need to work as a teacher over themselves.
3. Contradictions between the dynamics of pedagogical requirements and tasks and the internal capabilities of their implementation.
4. The difference between the perfect manner of the teacher chosen for its activities and its personal results.

The process of self-development of future teachers is carried out in four stages, which are interrelated and complement each other:

The first stage is the stage of self-analysis and self-consciousness. At this stage, the internal movement occurs on the basis of the model "I and the other person". That is, the future teacher analyzes its activities on the part, as a person, besides, without relying on any interests in its activities, it is critical, that is, the main thing, in Bunda - to clearly determine the scope of its capabilities, knowledge, experience, which they occupy.

The second stage is the stage of self-recognition. This stage is carried out on the basis of the model "I am I". At this stage, the teacher based on the comparison of its capabilities and the volume of knowledge and the experience that he must possess, determines the tasks that it should do, based on the requirements of society, prepares himself to independently work, creates motivation.

The third stage is a stage of self-development. At the implementation stage on the basis of the model "I and I", the educator begins to carry out a sequence of actions that are carried out in order to increase the level of the educator, the owner of the experience of self-improvement. This is the main stage, and it is at this stage that a future teacher or educator will carry out independent activities, show volitional qualities, to take the initiative. As a result, he realizes himself in the style of "I", that is, it switched to a new, higher level of development.

The fourth stage is the stage of self-esteem. This stage is the last stage of the pedagogical process of independent work, this stage is implemented in the model "I and my ideal". That is, the future

teacher or the educator compares the result of the work of the work on himself with the indicators of the teacher in his ideal and evaluates its activities. The objectivity of self-assessment serves to ensure the effectiveness of the work process. That is, such an assessment ensures the duration, continuity of the work of the student or the teacher independently.

At each stage of independent work, the future teacher will win and win, will receive or reject the information will develop, will make a generalization, will compare new information with its own experience. As a result, it rises to a certain new level in pedagogical activities.

Pedagogical preparation of future teachers in modern conditions requires the effective use of information and communication technologies. The virtual learning environment helps each student and the teacher to overcome the problems of time and space arising in the process of independent work. That is, in a virtual educational environment, each teacher will be able to remotely implement the work process independently, without breaking away from the workflow, learn, observe and, in turn, to popularize your experience.

As a result of the study of modern information and communication technologies, as well as the philosophical and methodological foundations of an open information educational environment, we tried to develop a model for teaching students to work on themselves in a virtual educational environment. In this model of the Materials of the Global Information Network and ICT capabilities (mobile applications, multimedia applications, etc.) found its expression the idea of sending pedagogical preparation for improving its quality.

The purpose of the model is to improve the quality of pedagogical training on the basis of learning future teachers work on themselves in a virtual educational environment.

During the implementation of the model, the following tasks are performed:

- development of methodological and methodological and technological support of the use of virtual educational opportunities in the preparation of students to the pedagogical process;
- definition of paths, methods, pedagogical conditions and factors to increase pedagogical preparation of future teachers in a virtual educational environment;
- development of the main problems and directions for the implementation of the virtual learning process;
- examine the needs and possibilities of future teachers in the use of virtual education in the process of pedagogical preparation;
- improve students' skills in the efficient use of the global information network;
- determine the effectiveness of using the virtual educational network in the process of pedagogical education.

In the process of implementing pedagogical education in a virtual environment, the following principles are applied:

Transparency and openness; Integration; Information; Registry; Communication; Membership and continuity.

The influence of the sociocultural environment is obvious, since it is assumed that the process of organizing pedagogical training of future teachers based on their work will be carried out in a

global information network. In the process of work on himself, the student is being influenced by the sociocultural environment and, in turn, begins to influence the development of society as a creative and active person.

Let us dwell on the implementation strategy of this model, emphasizing that the training of students independently in virtual education is carried out only in an environment where motivation to an effective pedagogical process in the process of process can be used, openness of information, optimal techniques. The model is performed in the following directions:

The first direction-theoretical methodological, in this direction a person acts as an object, and as a subject of a virtual educational process. That is, from a philosophical point of view, a person comes out on the field as the creator of a virtual environment, a member of what is happening processes, as well as an active user. In turn, the main purpose of virtual education is to teach the correct, efficient and proper use of the Materials of the Global network.

The second direction is the methodical direction, the main purpose of which is to teach future teachers and educators to the methods of analysis, systematization, efficient use of the global network materials, as well as to constantly be aware of innovation in this area. It is also important to rely on axiological, systemic, informative, personal-acting approaches of students in the process of independent work.

The highest stage of the work process of the future teacher is the presentation of its activities. In the process, there is a manifestation of consciousness, motivation, volitional qualities, sense of satisfaction with their activities. High moral qualities are reflected in the "teacher-student" relationship. Also, on the basis of these cooperation relations, a single goal is formed, and during the achievement of the goal, the process of self-development of the student is achieved, while the teacher's skills develop properly organize the cooperation process, to learn self-analysis.

The initial stage in the virtual self-education of future teachers is the stage of self-consciousness. This stage is the next stage of self-development and self-education, after determining its capabilities and level of knowledge, experience. At this stage, the student will gain experience in using the capabilities of a virtual didactic environment, will independently work, enrich the database. As a result, it enters the final - personal presentation (presentation). This stage is the highest stage of independent work, the student begins to popularize and make a presentation of the achieved results.

Based on our study, we tried to describe the work process of the future teacher on themselves in a virtual didactic environment, a goal and a program of activity in the table below:

Step 1: Self-Audit					
Criteria activities	Purpose of activities	Motivation activities	Functions of thinking	Program of action	The result of activity
Activity, motivation, analysis	Determine individual capabilities, determine the action program.	The desire to be more active, better than yesterday, is based on studying	Motivation and informatization	1. Complete development of educational material. 2. Mastering the basics of ICT. 3. Ability to use	It defines a circle of knowledge and capabilities and determines what you need to learn again.

		actions		Internet materials	
Step 2: Self-Development and Self-Education Stage					
Activity, reflexiveness	Educational activities are a manifestation of their capabilities, an increase in self-confidence, confidence in the effect of labor.	The confidence is that I am better, more active and better aware than yesterday (because I mastered the actions well),	Realization and control.	1. Be able to use Internet materials for this purpose. 2. Send the skills of working in Word programs, Excel, Power Point.	It will start working independently using Internet materials and ICT capabilities. It will discover new opportunities based on the analysis of the result achieved.
Step 3: Spend a personal presentation.					
Reflexivity, creativity and creativity.	Popularization of accumulated experience.	Satisfaction from the results achieved and the emergence of motivation to the next activity.	Sales and creativity.	1. Possibility to post information about your personal experience on the Internet. 2. For power. 3. Instate 4. Items to work in strain programs.	Prepares a presentation (article, methodological instruction, management), popularizes its experience, places them on the Internet about their achievements.

The educational value of the preparation of future teachers to work on themselves in a virtual pedagogical environment is very high, which is expressed as follows:

First, the effective use of elements of individual-oriented educational technologies in the process of virtual education will contribute to improving self-confidence of future teachers as personalities and teachers;

Secondly, the content and quality of materials chosen for the purpose of independent work, give the moral and moral context of virtual education.

Thirdly, openness, transparency, insight and efficiency in the virtual learning environment will help organize the activities of future teachers in the same context.

The organization of the process of work of future teachers in a virtual educational environment provides a person with the opportunity to take advantage of the technical and socio-cultural achievements of the Company, its potential. The effectiveness of work on the virtual I helps to achieve the following results:

First, virtual communication gives the future teacher the opportunity to quickly access information, check and evaluate your knowledge in a short period of time.

Secondly, communication serves as an increase in the communicative competence of the person, based on the possibility of creating a project of the communicative process. As a result, future teachers stand up and learn to produce ways out of problem pedagogical situations.

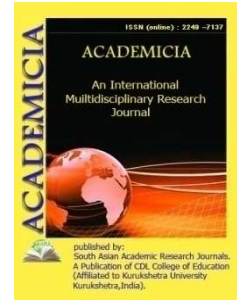
Thirdly, the use of virtual educational opportunities in the process of pedagogical training will serve to form media performance from future youth.

CONCLUSIONS AND SUGGESTIONS

Of the four, parallel implementation of the process of virtual educational printing with future teachers with pedagogical training, pedagogical training and work independently will ensure the overgrowth of the model developed during our study.

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ETHOLOGICAL FUNDAMENTALS OF INCREASING THE PRODUCTIVITY OF KARAKALPAK SUR KARAKOL SHEEPS IN TAKHTAKOPIR DISTRICT OF THE NEW NORTHERN TERRITORY OF THE REPUBLIC OF KARAKALPAKSTAN

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ABSTRACT

Ecological features, biological features of the Karakalpak sur karakul sheep bred in the Takhtakopir region of the new northern regions, the influence of these features on the formation and manifestation of productivity in sheep and their offspring, ways of increasing productivity are presented.

KEYWORDS: *Ethological Features, Biological Characteristics, Generations, Productivity of Karakul Sheep.*

INTRODUCTION

One of the most important sectors of the republic's livestock breeding is karakul breeding, which is karakul sheep are adapted to the use of about 20.0 mln. Hectares desert pastures characterized by severe extreme conditions. The main product of karakul sheep- karakul skins are unparalleled in the world with their color, variety and attractiveness of different flowers.

The noted valuable properties of karakul sheep have led to their spread and fertilization in more than 40 countries around the world. Among these countries, Uzbekistan, Kazakhstan, Turkmenistan, Tajikistan, South Africa, Namibia and Afghanistan are developed countries in karakul breeding fields.

In the last 10-15 years, attention has been paid to the study of the impact of their ethological characteristics on the formation of productivity characteristics in karakul sheep.

This is due to the growing interest in the study of the behavior of farm animals, ie their ethology.

Research in this area is directly related to the development of advanced technologies for feeding, care, selection and breeding of animals.

It is known that animals differ in behavior, respond to different levels of environmental influences. In this sense, from ancient times, people have distinguished them by their behavior and, accordingly, made effective use of their productivity.

The President and the Government of the Republic of Uzbekistan, like all sectors of the economy, pay great attention to the development of the karakul industry. In the Action Strategy for the five priority areas of development of the Republic for 2017-2021 states a special attention is paid to "... consistent development of agricultural production, further strengthening food security in the country, increasing the production of environmentally friendly products, rapid development of animal husbandry, to meet the growing demand of the population for livestock products."

As the object of research were selected Karakalpak sur karakul sheep, their offspring, karakul skins, wool, meat and dairy products.

Research subjects. The subject of research is the study of the ethological and related characteristics of Karakalpak Sur Karakul sheep in the new northern region - Takhtakupir district.

The purpose of the study is to determine the ways to increase the productivity of Karakalpak Sur Karakul sheep bred in Takhtakupir district of the new northern region on the basis of ethological characteristics, biological properties, the impact of these characteristics on the formation and manifestation of productivity in sheep and their offspring.

Research methods. The barra skin performance of the experimental sheep was assessed on the basis of the Guidelines for Breeding and Evaluation of Lambs in Karakul (S. Yu. Yusupov et al., 2015). Mathematical data were processed mathematically according to the manual "Manual for biometrics for zootechnics" (N. A. Plokhinsky 1969) in the methods of variational statistics. [1.2.]

Agricultural animal breeds differ from each other by their unique biological characteristics. The main importance of biological properties is reflected in the adaptation of animals to the conditions of fertilization, in which they show maximum productivity.

In this context, it is important to determine the biological characteristics of animals in order to study their adaptability and maximum productivity.

It is known that karakul sheep are a breed of sheep adapted for fertilization in desert pastures and are fed from pastures almost all year round.

Nutrition, water scarcity, acute continental weather conditions (hot up to 500 C, cold up to 20-250 C) of desert conditions formed specific biological features as a complex of anatomical-physiological and external signs in karakul sheep.

It is known from literary sources that all farm animals, including karakul sheep, have biological indicators of internal and external nature, the last group includes live weight, external dimensions, body composition indices, constitution types, viability and other indicators.

Based on the above, research has been conducted to study some biological indicators of sheep of different ethological types and their offspring.

Live weight. Live weight of Karakul sheep is one of the indicators determining their physiological condition, growth, development, obesity rate, size, size and productivity. This figure depends on many factors, including gender, age, breed, type of constitution, feeding and fertilization conditions, and more.

Certain studies have found that live weight also depends on the ethological types of animals. Insufficient research has been done in this direction in Karakul sheep.

Taking into account the above, in the course of the study, the dynamics of changes in the live weight indicator over the main seasons in sheep belonging to different ethological types in the experiment were studied. The data obtained were summarized as follows.

Results

From the data, it can be seen that in all seasons, the predominance of ethological type 1 sheep in terms of live weight. The live weight of type 1 sheep after calving was 36.49 ± 0.42 kg, which is 1.36 kg ($R < 0.05$) more than the second type and 3.73 kg ($R < 0$) compared to the third type. (0.001).

The size of this indicator at the time of separation of lambs from sheep was 39.72 ± 0.48 kg in type 1 ethology, 38.42 ± 0.47 kg in type 2, and 36.14 ± 0.49 kg in type 3, the advantage of the first type was 1.3 kg ($R < 0.05$) compared to the second type and 3.58 kg ($R < 0.001$) compared to the third type. It was noted that the live weight of sheep increased further by the time of calving, as well as sheep of ethological type 1 had a higher statistically reliable ($R < 0.05$; 0.001) live weight than sheep of the second and third types.



Figure 1. Variation in live weight of sheep throughout the seasons

Practical suggestions for production

The fact that the main means of efficient use of desert areas is the karakul industry, which requires increasing its efficiency as much as possible. In this regard, in order to increase the productivity of karakul sheep and their offspring, it is recommended to use the biological properties of Karakalpak Sur Karakul sheep of different ethological types identified in my research, effective ways to use the potential of sheep belonging to different ethnological types.

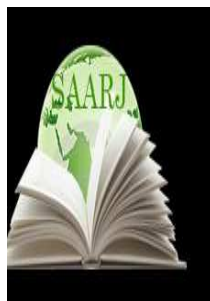
CONCLUSION

It should be noted that from the data which given in the table, sheep of the second ethological type were also characterized by statistically reliable ($R < 0.05$) high live weight compared to sheep belonging to the third ethological type.

Differences and statistically reliable advantages, which are noted, can be explained by the different feeding activity of different types of sheep.

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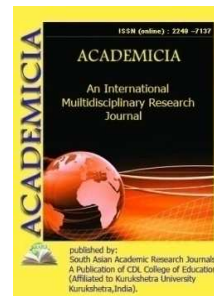
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INTENSIVE GROWTH OF AFRICAN BALL FISH WITH NATURAL FOOD IN THE LICHINKA PERIOD

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ABSTRACT

This article analyzes the role and importance of African trout in fisheries and their natural food in the cultivation of African trout larvae - plankton (Latin planktos - "traveling") - a set of organisms that live in the aquifer and move with the flow of water. Plankton has been reported to reproduce by plants (phytoplankton), bacteria (bacterioplankton), and animals (zooplankton). In addition, this article is a theoretical and practical study. Therefore, the demand for this type of fish is high. The African squid is bred in the workshop and is useful for fishing in large natural waters. Alternatively, the pool can be fed on fish farms. The pond can be grown as a polyculture on fish farms.

KEYWORDS: African Lizard, Fish, Fishery, Fish Larvae, Planktonic Organisms.

INTRODUCTION

African crucian carp is a fish belonging to the crucian family. It is more difficult to systematize bony fishes, this category includes 2 families: carp and crucian carp. Laqqa lives in the lakes and rivers of Europe, in the waters of Asia Minor, in the Caspian basin. It is widespread in Central Asia from the Atrek River to the Chu River. It is also found in the rivers of Uzbekistan. River and lake lizards are much larger than artificially propagated lizards, up to 3 m in length (up to 5 m in the wild). The larvae are fleshy; the flesh is tasty and hairless. They can reproduce throughout the year. The fish live from 60 to 80 years. This type of fish feeds on barley, wheat, small fish, bran, sesame, moss, beans, groundnuts, as well as all more than 500 protein-rich products. About 7 tons of fish are caught per year.

This species of fish is radically different from its contemporaries, even in the open air, having a certain time viability. More precisely, it breathes through a special member on the gills, and for 14-47 hours the minimum weight of the fish is one kilogram. Up to 300 kilograms of product can be grown in one cubic meter of water from the African lake. The African lake grows rapidly in the summer months. The African squid is a predatory fish species that matures at 3 and 4 years of age. Nerest falls in May and June. The optimum water temperature for growth is 26.5-29 ° C, good growth shoots at a water temperature of 21-35 ° C. If the temperature exceeds 35 ° C and below 21 ° C, feeding stops and growth slows down. Fisheries are well developed in our country, especially in Yangiyol, Nukus, Jizzakh, Syrdarya, Turtkol and other places. The stomach is developed in the pelvis.

African calf meat is of high quality, has a good taste, and is also suitable for technological processing. Therefore, the demand for this type of fish is high. The African squid is bred in the workshop and is useful for fishing in large natural waters. Alternatively, the pool can be fed on fish farms. The pond can be grown as a polyculture on fish farms. In most countries, alfalfa is intensively fed in pools (canals), canals, collectors and ditches. Cultivation has been widespread in the United States, including European countries, since 1964.

The main fish farming is based on the African trout. The African calf is reared in pools as well as in alms. In the United States in 1974, 28,000 tons of commercial fish products were caught in 22,126 ponds. Cultivation of African calf. The African lizard is a warm-blooded freshwater fish species.

Predatory fish mature at 3 and 4 years of age. Nerest falls in May and June. Nerest is carried out when the water temperature is 25-30 ° C. The African lizard lives when the salinity is 9-10%. The calf is fed in small ponds (0.3; 0.5; 1.0 ha) and in sodas. To do this, a round sadok is made and segoletka is put in the prescribed norms. The tour is set in natural waters in sadaqas. In Sadok, 1-year-old fish are placed at 300 pieces / m³ per cubic meter of water. African chickpeas are fed with high quality feed. The amount of protein in the feed should be 40%. Feed 5–6 times a day. The daily ration is 20-25% of body weight. Feed ratio 4-6. Thus, if the larvae are fed at the specified level, the oxygen in the water is not less than 6.5 mg / l, and from 1 m² of water (sadoq) to 80 kg of ichthyoma is formed.

The nutritional coefficient of segolets is 2.5-3, the weight of 2-year-old breeds of African calves is 300-400 g. But the mass of some breeds is up to 1.0–2.0 kg.

Under favorable conditions, the mass of adults reaches up to 40 kg. When fed in the wild, it feeds mainly on khashaki, chramulya, vobla fish, and also on other animal products. But a special, full-value granular combi-feed has been developed for the African calf. If the African calf is fed intensively, it will definitely have to be fed with such food. African calf breeds are mainly bred in ponds, ponds and aquariums to obtain. Selected from them are propagated naturally. Their sex ratio was chosen by a 1:1 scheme to breed African squirrels in natural pool conditions. Each hectare is prepared from 80-100. For this, a 40x40 or 50x50 ratio is chosen. That is, 1 parent fish, 1 mother fish is 1 in. These needles are made artificially. Once nerested, the chicks are hatched from the inside of the nests, then the parent fish are separated with nets and released into the uterine pools.

After 2-3 weeks, the needles can be removed. In the method of sadaq, the nerest inas are placed in the sadaqs and the nerest is under the supervision of a specialist. The best advanced method is in the aquarium, i.e. the parent African calf is injected into the pituitary gland and released into the aquarium. The aquarium has a capacity of 200 liters, where the mother African squirrel lays its young in the shape of a grape.

The caviar of the African squid is sticky and its color is light yellow. Due to the availability of land and water supply in residential areas and plots of land, it is possible to grow African squid in several directions. For example: indoor water supply system, concrete pools, polyethylene pools, soil basins, etc.

Growing larvae with natural food. Foods are substances that meet the needs of fish for a variety of nutrients and minerals, without affecting their health and product quality. Nutrition plays an important role in increasing the productivity of animals, including fish (meat), maintaining their fertility, and ensuring their health. The effectiveness of feeding fish depends on many factors: environmental conditions, feeding techniques and nutrient content. When feeding fish with a daily ration, the temperature of the water strongly influences their origin, growth and development.

In fisheries, 3 types of nutrients are used to feed fish:

1. Natural nutrients.
2. Supplements.
3. Nutritious (balanced) foods.

African larvae hatched from eggs are grown with natural nutrients and we will consider this in practice. Once the larva has hatched, it does not feed on external nutrients, but uses fluid from the abdomen to develop. Too short over time, due to the use of fluid in the abdomen, the larvae begin to actively feed on external nutrients. The larvae feed on the smallest planktonic organisms - microscopic algae and kolovratkas.

As their body size increases, so do their jaw apparatus. As the fish grow, they begin to feed on larger zooplankton organisms.

Rattlesnakes play an important role in larval development. Important groups of zooplankton also include single-celled crustaceans. They are very important when sitting on a summer fish, and especially on one-year-old fish. Among the zooplankton creatures are wild cyclops. Although their young are well consumed by fish, adult cyclops are a very dangerous host for fish larvae and young fish.

Larvae and fungi of various insects (mosquitoes, etc.) belonging to the benthic organisms that live in the sedimentary layer of the water are valuable food.

CONCLUSION

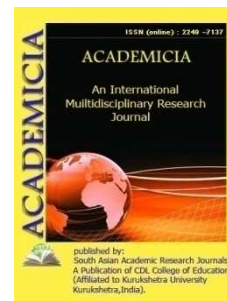
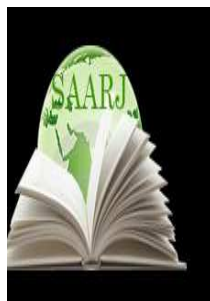
The natural food base in the pond includes a complex of plant and animal organisms. The natural nutrient base varies in size from microscopic to large. Different species of each organism are food for fish. The pond's food reserves are important for the nourishment of plants, bacteria, aquatic animals, dissolved organic matter, bacteria mixed with fine mineral particles in the detritus aquifer and sedimentary layers of the aquifer, a layer of saturated creature remains, small invertebrates and fish larvae. Fish is the natural food base of the pond - by fish is grown at the expense of the edible portion.

Like any other body of water, an artificial pool is an aquatic ecosystem that develops according to the laws of ecology. A fisherman needs to know the basics of ecology, because the success of fish farming depends on them. In recent years, the country has paid more attention to fisheries, as well as a number of other sectors. Because fish meat, rich in useful proteins and nutrients, also plays a role in ensuring food security and filling the table of the population.

Due to the establishment of a large number of fish farms, the introduction of fish farming in the homes of citizens at the expense of domestic resources, the rational use of intensive technologies in fish farming, its cultivation is increasing.

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LANGUAGE POLICY IN KARAKALPAKSTAN (1917-1941)

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ABSTRACT

Based on new archival sources and published literature, the article covers an excursion on the transition to romanization in 1926-1940 in Karakalpakstan, shows the reasons and consequences of the reform of the Karakalpak language writing. The most important task of national-autonomous construction was the adaptation of the bodies of the created state power and their apparatus to local national conditions. To solve it, it was necessary in a short time to translate the office work into the national language and involve representatives of the "indigenous" nationality in the apparatus. If in the 1927/1928 academic year in all indigenous schools teaching was carried out in two alphabets, then in the 1928/1929 academic year it was completely conducted in the new alphabet.

KEYWORDS: *Writing, Language, Alphabet, "Yanalif", Romanization, Dialects, Nationalities, Elimination Of Illiteracy, Spelling, Karakalpak Autonomous Region, Pan-Turkists, Pan-Islamists, Jadids, Cyrillic.*

INTRODUCTION

In the twentieth century, the solution of such problems as the practical implementation of the equality of the Karakalpak people, their language, the restoration of the national statehood served by the national language, the development of the national culture based on the Karakalpak language and, accordingly, the provision of the necessary conditions for this: creation of the alphabet, teaching in the Karakalpak language, the organization of the development of science and culture in the native language, the widespread use of the Karakalpak language in the spheres

of mass communication (print, radio broadcasting, television, cinema), as well as in official correspondence and office work.

THE MAIN FINDINGS AND RESEARCH

At the beginning of the 1920s, a policy was introduced everywhere for the “indigenization” of all party and state structures, that is, for the widest possible involvement of the local population in administrative activities. In Karakalpakstan, attempts were made to translate office work at the republican and local levels exclusively into national languages. It was assumed that the Russian population of the national republics would gradually master the local languages, and the party-state functionaries were simply obliged to do this as soon as possible. Resolutions of this kind have been adopted more than once, but, with rare individual exceptions, the matter did not come to their implementation.

Indigenization “provided for the expansion of education and training of managers, business executives and the intelligentsia among the indigenous nationalities in the republics.” In each national territory, the language of the titular nationality became the official state language. National elites were educated and promoted to leadership positions in party organs, government, industry, and educational institutions in each national territory.

In addition, the ethnolinguistic policy in the Soviet state is considered, in turn, in isolation from the policy of indigenization, although the connection between the first and the second is quite clear, which is clearly seen from the documents of that era. So, at the IV secret meeting of the RCP (*Russian Communist Party*) (b), the need for “systematic and unswerving work to nationalize state and party institutions in the republics and regions in the sense of gradually introducing local languages into office work, with the obligation of responsible workers to study local languages” was emphasized [1, p. 284].

Thus, an equally important task of indigenization was the cultivation of national languages at the level of the administrative elites of the republics. Moreover, it was understood that for this it would be enough for the managerial elite to master the national language, whose representatives do not have to be “nationals”.

A comprehensive analysis of the indigenous policy and ethnolinguistic policy in the context of the general ideological course of the Soviet Union makes it possible to more clearly demonstrate the role of ethnicity in the practice of constructing soviet identities by the ruling elite.

The most important task of national-autonomous construction was the adaptation of the bodies of the created state power and their apparatus to local national conditions. To solve it, it was necessary in a short time to translate the office work into the national language and involve representatives of the “indigenous” nationality in the apparatus. It is not surprising that the principles of the indigenous policy were used not only in the Soviet state building, but also formed the basis of the cadre policy of the ruling party.

As already noted, the policy of indigenization was very closely related to the ethnolinguistic policy of the Soviet state. The creation of new alphabets for nations and nationalities that previously “did not have” it was largely due to the tasks of promoting the ideas of socialism. The alphabet had to be extremely functional. In this regard, in the discourse of national and cultural

construction, the problem of introducing such an alphabet, with the help of which it would be possible to conduct ideological propaganda most effectively, has acquired a special urgency.

Having strengthened, the Soviet regime could afford to experiment with the national language, not being very concerned about preserving the “national form” and striving to produce “socialist content” as quickly and efficiently as possible. Ethnic culture and tradition, which due to political expediency had to be left / preserved, acted as “raw material”, which was actively designed and from which everything that did not fit into the framework of Marxist-Leninist ideology was cut off.

Thus, the indigenization and ethnolinguistic policy of the Soviet state, both at the central and local levels, were the practices with the help of which the official authorities built a “positive”, in the sense of an ideologically acceptable “national” image.

On June 16, 1927, the Executive Bureau of the All-Russian Central Committee of the New Turkic Alphabet, in order to train workers to agitate the idea of romanizing the alphabet, organized a monthly course in Moscow to train instructors-agitators, where 2 places were allocated for Karakalpakstan. According to the program of the course, lectures were to be held on the following topics: history of writing, history of Arabic and Latin writing, pre-Islamic writing of the Turkic peoples, ideas of writing reform in connection with the social development of the Turks [2, pp. 20-23]. The persons sent to these courses must be well-literate and fluent in Russian, since the courses were taught in Russian. The seconded should be one of the teachers loyal to the reform. When choosing candidates, it was necessary to take into account that the cadets, upon returning to the field, should be the main agents of reform to the masses as agitators, and therefore they should have been members or candidates of the AUCP (*All-Union Communist Party*) (b) with preparation for broad public work.

On June 28, 1927, the publishing plan of the All-Russian Central Committee of the NTA (*New Turkic alphabet*) was approved for textbooks in the new Turkic alphabet, where it was planned to prepare and publish a Primer for adult schools of the 1st grade (6 pp.), An Arithmetic Problem Book (8 pp. / 1), “Book for reading” 1-year study (8 p / 1), “Cutting alphabet” (1 p / 1), “Metric measures” (2 p / 1) [3, p. 36]. In April 1928, the Chairman of the All-Russian Central Committee of the NTA Agamaly-oglu stated that “the business of conducting and introducing a new Turkic alphabet, started by all the Turkic-Tatar peoples of the Soviet republics, is one of the big factors in the blow to the obsolete Arabic script and in its further final destruction” ... Strengthening the publication of both textbooks and other literatures in the new Turkic alphabet, thereby the republics accelerate the elimination of the Arabic alphabet. On the funds allocated both from the Central Committee of the NTA and from the budgets of the republics, the printing of textbooks, fiction and political literature in the Arabic alphabet was in no way allowed for the business of the new Turkic alphabet [4, p. 41].

In order to prepare and develop a master plan for the implementation of a new Turkic alphabet, Moscow demanded the following information from Karakalpakstan:

1. The number of the local population with its distribution by dialects and nationalities;
2. The number of literate population separately in the Arabic alphabet, separately in the new romanized alphabet;

3. The number of students and groups in local schools with their distribution to students in the old Arabic alphabet and the new romanized alphabet;
4. The number of teachers studying in schools with their distribution in the leading classes in the old Arabic and new romanized alphabets;
5. The number of centers for the elimination of illiteracy among the adult population with their distribution in the leading classes in the old Arabic and new romanized alphabet;
6. The number of reading rooms [5, p. 27].

The first results of the transition to romanization were summed up at a meeting of the expanded Presidium of the All-Russian Central Committee of the NTA, held in Makhachkala (July 1-5, 1929). In the reporting report of the Kazakh Central Committee of the NTA (rapporteur Kashimbekov) (Karakalpak Autonomous Region was part of the Kazakh ASSR (*Autonomous Soviet Socialist Republic*) - D.K.) it was noted that the agitation work in the republic ended in 1927, and in 1928 the practical introduction of the alphabet into the masses began. If in the 1927/1928 academic year in all indigenous schools teaching was carried out in two alphabets, then in the 1928/1929 academic year it was completely conducted in the new alphabet. 91,537 teachers and instructors were trained in retraining courses, educational programs and Soviet-trade union schools. Educational institutions were provided with textbooks in the new alphabet in the 1928/1929 academic year by 80%. Half of the newspapers and magazines were published in the new alphabet; the main obstacle in the publishing business was the lack of equipment in the printing house. The government of Kazakhstan intended to finally switch to the new alphabet before January 1, 1930 [6, p. 88].

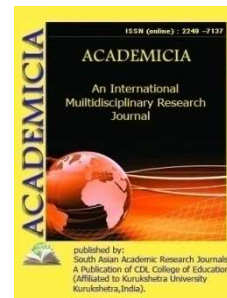
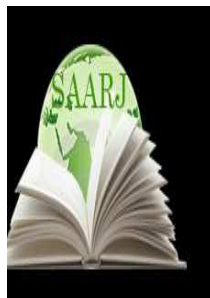
The 1929/1930 academic year according to the general plan of Moscow should have been decisive for the introduction of the new alphabet. According to the decree of the 1st session of the All-Russian Central Executive Committee U1 convocation and the Council of People's Commissars of the RSFSR dated February 26, 1929, all state and public institutions were to switch to the new alphabet. By the tenth anniversary of Kazakhstan, the new alphabet was supposed to win a final victory over the old one. To achieve this goal, the government of Kazakhstan decided: to fully adapt the state apparatus to the new alphabet; the publishing plan is 100% fulfilled in the new alphabet; periodicals should be translated by 50%[7, p.104].

Further events on the introduction of the new alphabet in Karakalpakstan developed within the Russian Federation, which our region directly entered in June 1930.

The historical experience of romanization in 1927-1930 in Karakalpakstan is of no small practical and scientific importance at the present stage.

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DIRECTIONS OF DEVELOPMENT OF INNOVATIVE ACTIVITY IN THE REGIONS

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ABSTRACT

One of the priority strategic directions for improving the competitiveness of any region is the effective use of human capital, the use of resources and high technologies. This article discusses the factors that influence the innovative development of regions, and the main directions. The Resolution of the President of the Republic of Uzbekistan dated May 5, 2018 “On additional measures to create conditions for the development of active entrepreneurship and innovative activity” No. PP-3697 pays great attention to these issues. In the economies of developed countries, such a system of relations between industry, society and science is formed, which focuses mainly on innovative development, where innovations serve as a basis for the development of these categories, which in turn stimulate the development of innovation.

KEYWORDS: *Intellectual Resource, Innovation, Free Economic Zones, Strategy, Business Incubator, Technology Transfer, and Business.*

INTRODUCTION

The main global trend in the formation of modern society is the transition from a raw materials and industrial economy to a new economy based on intellectual resources, knowledge and information technology. In the economies of developed countries, such a system of relations between industry, society and science is formed, which focuses mainly on innovative

development, where innovations serve as a basis for the development of these categories, which in turn stimulate the development of innovation. Thus, through joint efforts, the state, business and scientific environment, as well as society can form a mechanism for innovative development of the country, so both the center of Uzbekistan and the regions need to talk about the need for a new type of development - innovation.

Economically developed countries have organically integrated innovation infrastructure into their national innovation systems. As a result, a system of public-private innovation partnership has been formed in which government and business act as equal and complementary partners. The state creates a favorable environment and environment to stimulate entrepreneurship by supporting research and education, which serve as sources of innovation, and the business assumes all commercial risks of operating in the market of innovative products.

The experience of many countries shows that small business cannot be developed on a large scale without the active support of the general and innovative, in particular, the state. The essence of this support should be, first of all, the creation of a favorable environment for the development of small innovative businesses, the creation of innovative infrastructure.

In particular, a lot of work is being done in Uzbekistan in this direction. The Resolution of the President of the Republic of Uzbekistan dated May 5, 2018 "On additional measures to create conditions for the development of active entrepreneurship and innovative activity" No. PP-3697 pays great attention to these issues. The country pays special attention to the support and encouragement of active entrepreneurship, the introduction of innovative ideas and technologies, the creation of the necessary conditions for the rapid development of science and innovation, which will increase the socio-economic potential of the regions and sustainable growth of living standards and welfare.

At the same time, the results of the analysis show that there are a number of systemic problems in the country, including the following, which hinder the further improvement of conditions for the development of active entrepreneurship and innovation.

first, there is no systematic analysis of the market of advanced and modern innovative developments, technological projects-startups and innovations, taking into account the existing resource base and potential of the regions;

Secondly, the work on attracting investments to innovative projects-startups, promoting and coordinating the activities of talented entrepreneurs who actively introduce innovations in the field of production and services is not carried out;

Third, in the field of innovative development, especially in the field, the business environment remains low, as well as the lack of entrepreneurs with the necessary skills to develop and promote innovative and successful technological projects-startups;

fourth, there is no database of innovative ideas, developments and technologies, the practice of creating new resources and transferring experience to business structures remains underdeveloped;

Fifth, mechanisms to support the market of innovative developments are poorly developed, coordination of the effective use of innovative ideas is not established, and the quality of innovative developments does not meet market requirements;

Sixth, insufficient attention is paid to the involvement of graduates of technical higher education institutions and talented youth in the field of innovative developments, technological projects-startups, as well as the creation of business incubators;

Seventh, the promotion of innovative entrepreneurship among the population is not carried out effectively, technical and psychological barriers to attracting to the development and promotion of innovative products and services remain [1].

LITERATURE REVIEW

Let's take a look at the ideas about the essence of innovative development in the scientific community.

According to S.S.Neustroev, the main ways to increase the innovative development of the region are: to create favorable conditions (legal, economic, financial and organizational) for the development of innovative activities of all economic entities, taking into account regional characteristics; formation of developed infrastructure and institutional framework for innovative activities; financial support for innovative activities; formation of regional groups; staffing in the field of innovation [4].

V.I.Menshikova and V.I.Abdukarimov distinguish 4 groups of regions according to the level of development of innovative potential and suggest the following ways of its development: leading regions are the most effective polygons for public investment in the development of innovative potential and other methods of state support; medium-level regions require certain expenditures of financial resources and state support for current and short-term innovation activities; low-income regions require more financial resources than the low-income regions and the development of special measures of state support in the near future. Formation and development of the main priority area of knowledge in the development of innovative development strategies; the implementation of a region-growth strategy without innovative capacity is now almost hopeless [5].

A.A. Shashko believes that special attention should be paid to the scientific and technical component of innovation potential: enterprises focus on increasing innovation sensitivity, their development-and resource-saving, high-tech technologies, and new types of products, mainly local fuel use, unconventional and in renewable energy sources [6].

A.A.Trukhlyaeva and Yu.V.Zadorozhneva identify the following priority strategic directions for the development of innovation potential: support of basic research in the field of innovation in order to strengthen and develop innovative potential; development of the technical base, which determines the scope and pace of innovation; financial incentives for innovation (direct and indirect) in order to develop financial capacity; improving the regulatory framework to develop institutional capacity; formation of regional innovation infrastructure for the development of organizational capacity; to form an information infrastructure to support and account for its results to develop information capacity [7].

Many of L.E. Mindeli's works are dedicated to the development of research and development. The author notes that all the major technological innovations that have a positive impact on economic growth occur in the scientific field [8].

Results

In our opinion, in order to increase the role of science in economic growth based on innovative development, it is necessary to address the following key tasks:

- Improving competitive mechanisms for the allocation of various resources;
- The formation of the state order of research and development, taking into account the most important areas of science and technology;
- The coordination of research and development in various fields of science;
- The comprehensive nature of research and development support, including organizational and investment components;
- The coordination of priorities of scientific and technological development between real sector companies, scientific and scientific-educational organizations, development of cooperation between them;
- The development of cooperation between scientific organizations, the formation of research networks and partnerships.

Prospects for the development of innovative activities in Uzbekistan are reflected in the Decree of the President of the Republic of Uzbekistan dated September 21, 2018 No PO-5544 "On approval of the Strategy of innovative development of the Republic of Uzbekistan in 2019-2021". The main objectives of the strategy are to achieve the entry of the Republic of Uzbekistan into the top 50 countries in the world by 2030 according to the Global Innovation Index; improving the quality and coverage of education at all levels, developing a system of continuing education, ensuring the flexibility of the training system to the needs of the economy; creation of effective mechanisms for the integration of education, science and entrepreneurship to strengthen the scientific potential and increase the effectiveness of research and development, the widespread introduction of the results of research, development and technological work; strengthening the introduction of public and private funds for innovation, research, development and technology, the introduction of modern and effective forms of financing activities in these areas; increase the efficiency of public authorities through the introduction of modern methods and tools of governance; ensuring the protection of property rights, the creation of competitive markets and equal conditions for doing business, the development of public-private partnerships; creation of sustainable socio-economic infrastructure [2].

As the problems of innovation development are similar in many respects at the level of the country and its regions, the ways to solve them and the prospects for development will be very close.

Innovative environment, innovative infrastructure and innovative mechanism create a favorable basis for innovative development. The innovation infrastructure and mechanism can be identified as key components of the innovation system. This system, in our opinion, consists of a number of levels:

- Nano-level (level of innovative activity, including the specific individual);
- Micro-level (including innovative activities at the level of a separate enterprise);
- Meso-level (including the level of innovative activity of a single region);

- Macro level (including the national scale of innovation activity). Among these components, the regional level ranks second after the macro level and carries a significant innovation burden accordingly. Consequently, it can be said that the regional environment largely determines the competitiveness of national business in the modern market [3].

Analyzing the innovation situation in the country, in 2019, each innovation-active organization introduced an average of 5 (Kashkadarya region) to 214 innovations (Tashkent).

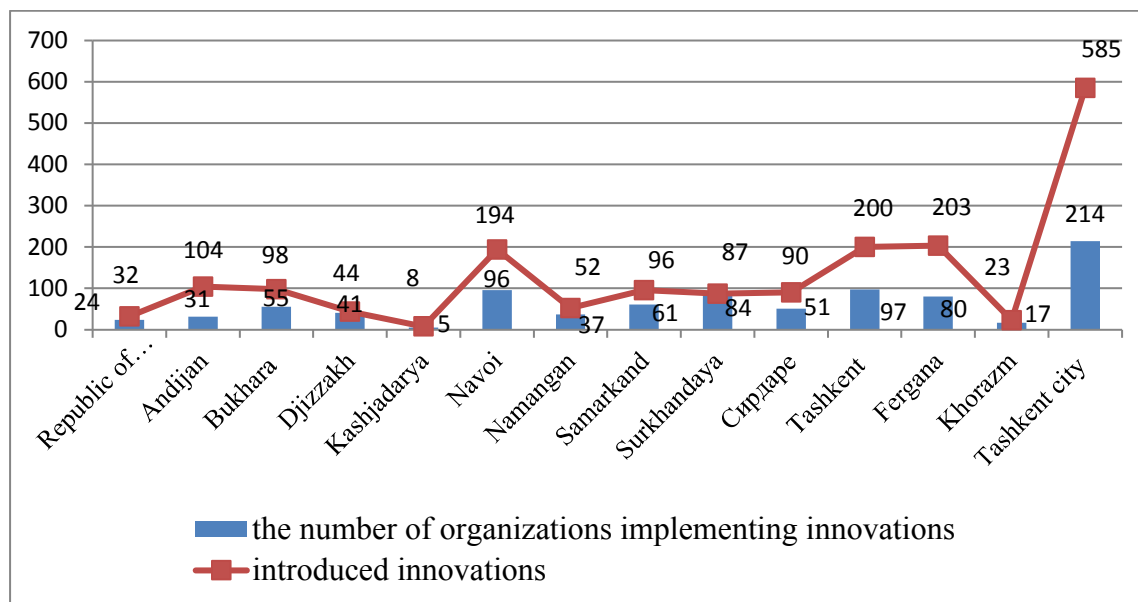


Figure 1. Number of organizations and number of innovations in the regions of the Republic of Uzbekistan(compiled by the author)

In particular, the most innovative organizations are in Navoi, Surkhandarya and Tashkent regions, as well as in Tashkent.

CONCLUSION

Thus, based on the analysis of the innovative activities of the regions, as well as the identified barriers to innovation, we have developed the following promising areas of development: improvement of regulations governing and encouraging innovation, including the protection of intellectual property. Also, the creation of a program-oriented and strategic planning system in the field of innovation; creation of an effective system of state funding of innovative projects; strengthening the organizational and economic state support for innovation activities (tax benefits and subsidies; grants; loans; loans; guarantees; consulting and information support, etc.). government incentives for businesses to use innovations; incentives to create new small innovative enterprises (start-up companies); implementation of comprehensive state support, especially for important innovative projects; formation of demand for innovative goods and services; increase the innovative activity of enterprises; technological renewal and re-equipment of material and technical base of enterprises; increase the competitiveness of organizations and enterprises in the field of innovation; increase research and development efficiency; application of the results of scientific research and development in industrial production; ensuring the reproduction of human resources for the innovation sector, including management; creation of effective objects of innovative infrastructure (educational institutions, research and development

centers, technology transfer centers, business incubators, etc.); creation of special economic zones (SEZs) of technical and technological type. FEZs are regional points of innovative growth of the national economy. Their attractiveness to investors is explained by the preferential tax and customs regime. In our opinion, the introduction of special economic zones of technical and innovative types in the regions with the level of development of innovation potential “A” and “B” makes sense; improving the level of innovation culture.

Thus, we believe that the main promising areas of innovative development of the regions of Uzbekistan include: improving the regulatory framework, creating an effective system of public funding, creating demand for innovative goods and services, increasing the innovative activity of enterprises, human resources, effective innovation creation of infrastructure facilities, etc. At the legislative level, the development of innovation is reflected in the Decree of the President of the Republic of Uzbekistan dated September 21, 2018 PO-5544 “On approval of the Innovation Development Strategy of Uzbekistan in 2019-2021”, which defines the goals, objectives, opportunities and stages of implementation of the strategy. There are also many authorial positions in the scientific literature aimed at activating innovative activities.

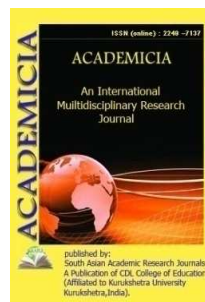
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IN TERMS OF THE GENERAL AND DIFFERENT ASPECTS OF WORD FORMATION IN ENGLISH AND UZBEK

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ABSTRACT

Much work has been done on word formation in English and Uzbek since the development of ancient linguistics. In modern linguistics, word formation is divided into separate sections in both languages. In this article, I.V. Arnold, a leading linguist, discusses the word formation of both languages. Based on the scientific work of Ayub Ghulomov, Azim Khodzhev and other researchers, an attempt was made to highlight similarities and differences of word formation in English and Uzbek languages.

KEYWORDS: *Affixation, Suffixation, Composition, Abbreviation, Conversion, Derivation, Prefix.*

INTRODUCTION

It is one of the most effective ways to enrich the vocabulary of the desired language. This is one of the reasons why word formation is one of the most important topics in linguistics. The formation of words and the issues related to them are the objects of linguistics that have been studied since historical times, and are an important factor in the study of any issue related to them.

The fact that words are formed in different order languages (Uzbek, English and Russian) means that the formation of words in all languages has universal features.

We will try to illustrate the general and different features of the word-formation system with examples in Uzbek, English and Russian.

By the 1950s, word formation in the Russian language began to be recognized as a separate field. [11; 33]

Until recently, word formation in English linguistics was considered either as part of the grammar department or as part of the lexicology department. By the 1970s, word formation in German had developed as a separate branch of linguistics. The word-formation system of the English language has its own derivation and grammatical features of suffixes. Of course, they are formally similar, but functionally different. Word formation in the Uzbek language belongs to two levels of language and is mainly related to morphemes, as it is associated with more morphemes in word formation. The product of making in ready-made word lexicography becomes material. Professor A. Gulomov was one of the first to suggest that word formation should be studied in a separate section between morphemes and morphology, as well as in English, thanks to the consistent research conducted in the Uzbek language. [8; 5]

Word-building involves a wide variety of ways to enrich the vocabulary under its common name. A common denominator for word formation in all languages is the formation of a new lexeme. In English, there are two main methods for generating new words: composition and word formation or derivation. Below we will look at ways to make words in both Uzbek and English. [1; 107]

As in other languages of the Indo-European language family, words in English are composed mainly of two independent bases. In the Uzbek language, too, there is the creation of words about the composition, which is formed syntactically.

Composition is one of the oldest and most effective methods of word formation. It is made by joining two or more bases together.

Blackboard (black + board)

Inkpot (ink + pot)

Textbook (textbook - text + book)

Newspaper (newspaper + news + paper),

Snowdrop (snow + drop)

This method of word formation is used in English to form more nouns and verbs, sometimes adjectives, adverbs and pronouns. [1; 107]

Derivation or word formation combines several methods of forming new words.

In the Uzbek language, the method of composition is also a form of productive word formation. In the Uzbek language, two independent words are combined in a certain grammatical form, and there is a grammatical relationship between the connecting words. In this way, word-formation combines more than one constituent base in terms of meaning and content, and a new lexical word is formed into a compound word. [10;30]. The difference between a compound word and a simple word is that in a simple word there is only one component that means something, and in a compound word there is more than one.

For example:

Sunflower (day + day)

Triangle (triangle + triangle)

Peanuts (ground + walnuts)

Swan (white + bird)

Bracelet (wrist + ring)

All of the words in these examples are made up of two components, but one has a grammatical meaning and a phonetic integrity. There is no grammatical relationship between adverbs. Composite word formation is widely used in English as well as in Uzbek, both in fire, adjective, son, ravish and partial verbs. [10; 30]

Conversion is the formation of words that can be formed as a result of the transition of words to another group of words. The method of morphological-syntactic word-formation, which is less developed than the morphological word-formation, which is more effective in modern English, has a new syntactic and morphological character, always in a new form, without changing the form of the original word or by conversion.[1; 107]

Orange - fruit - orange color, work-(noun) - to work (verb)

In Uzbek, this method is called lexical-semantic word formation. This results in the formation of a new word with the formation of a lexical meaning with the formation of lexical meaning, the consequence of the disappearance of the connection between polynomials, that is, the disappearance of semantic connections. Such an event has been slowly occurring as a result of the linguistic development over the years. [10; 30]

For example: Yupqa- adjective (not thick) – yupqa -noun (food name)

Ko'k (color) adjective –ko'k (sky) noun–ko'k (a type of sewing) noun–ko'k (grass) noun

Kun (part of the day) ravish - Kun (sun, planet) noun

Creating new words by transforming the stress

In the past, one of the most common forms of word formation in English was the creation of new words by copying words. In modern English, some words are preserved, different from different word categories, and differ only in accent. In such words, the word "noun" and "adjective" stress falls into the first syllable and in the verbs to the second syllable:

I'mport (to, import) - to impo'rt (verb, import)

Pre'sent - to prese'nt

Frequency (to quality) - to frequ'ent (1.108)

Word Formation with Affixation- Affixation, or derivation, or derivation, that is, the addition of new elements by the addition of prefixes and prefixes. There are prefix, suffix and prefix-suffix methods of word formation.

For example, the word lucky is formed by adding the suffix -y to the base luck, and the word unlucky is formed by adding the prefix -UN to the word lucky.

Luck- luck + y (suffix) = lucky (lucky, quality)

UN (prefix) + luck + y (suffix) = unlucky (unfortunate, quality)

Lucky and unlucky are formed by adding the suffix -ly.

Luckily, unluckily

In Uzbek, affixation is one of the most widely used and effective methods of word formation. In word formation, the suffix is added to the end of the word.

Ishchi- ish + chi

Ishxona – Ish + xona

Ishla – ish +la

Terimch – terim+chi

Unlike Uzbek, there are no prefixes for word formation in Uzbek. However, only certain Tajik-speaking word-formers can join the word-formation base in front of it.

Noto'g'ri – no+to'g'ri

Serharakat – ser + harakat

Kamgap - kam + gap

Serunum - sir + unum [10; 32]

Sound interchange is an inefficient method of word formation in which the phonetic form of the base changes.

Word formation by exchanging vowels:

Bite (v) - bit (n), food (n) –feed (v), sing (v), - song (n)

Word formation through consonants:

Prove (v) -proof (n), to excuse [z]; (v) - excuse [s]; [n],

To house [z]; (v) - house [s]; [n], to grease [z], (v) - grease [z]; [n],

To close [z]; (v) - close [s]; (adj).

Word formation through the exchange of mixed sounds:

Bath-bathe, breath-breathe, loss-lose, choice-choose

In the Uzbek language, there is also a method of word formation through the transfer of accents. Such a method is a method of phonetic word formation,

Create a new word by changing the phonetic structure of the word: vowel change:

Bo'r- bo'z, tog'-tosh, ko'z-ko'r, tosh-tish

Forming a new word by changing the position of the accent:

Yangi (adjective) - Yangi (adverb)

Hozir (adverb) – hozir (ready)

Tugma (noun) - tugma (verb)

Academic (title) - academic (publication type) [10; 30]

Abbreviation: In this case, the original word loses one or more sounds.

Vacation-vac; telephone-phone (example from Arnold's book)

LASER - light amplification by stimulated emission of radiation (enhancement of light by stimulated emission of radiation) [11; 33]

In the Uzbek language, word-formation in this way is a shortening of the word combinations in the word-composition, mainly equivalents. Abbreviations are abbreviated by using capital letters or the first syllable.

UzSSR, raykom, rayijrokom

A.Khojiev thinks that the essence of word-formation in the Uzbek language is not the real method of word-formation. We agree that the main purpose of word formation is to create a new word, but in the abbreviated form, the abbreviated form of word combinations is given. If the abbreviation becomes original, they become word combinations again. [7; 30]

BMT – Birlashganmillatlartashkiloti (UNO)

DHH – Davlathavfsizlikhizmati (SSS)

Thus, as a method of abbreviation does not produce a new word lexeme, this method cannot be called a method of word formation.

Reduction: The formation of words by repeating the base. Such words are to be studied in the morphology section, because the resulting lexical unit is, of course, related to the combination of sounds (words).

For example: mur-mur

According to Arnold, lexical units formed by repetition have a form of construction, and this, of course, depends on the formation of words. [1; 108] However, at present the classification of word formation does not include the formation of new words by repeating the base of words.

Unlike Uzbek, there is no word-formation method in Uzbek, and it is not included in the word-formation system.

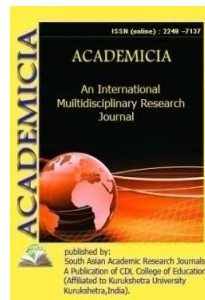
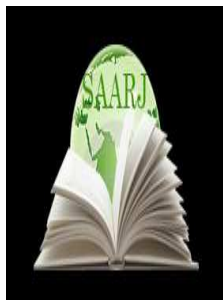
In conclusion, we can see that English and Uzbek have a lot in common in word formation, even though they belong to other language families. The most productive and leading word-formation method in both languages is affixation and composition, and the fact that the phonetic word-formation method has almost lost its effectiveness is a common feature of word-formation in these languages. Although in Uzbek, A. Khodzhiev agrees Although the composition of words is rejected, the existence of compound words in the language, the formation of lexical units based on the existing lexical units in the language, the formation of a new lexical meaning, which is one of the basic rules of word formation. . [12; 1647] The use of suffixes and prefixes in the formation of words by affixation in English and Uzbek is an example of their universality. (Despite the fact that prefixes in Uzbek are borrowed from another language).

Abbreviation of words in English and Uzbek is based on the same features, which will be discussed in more detail in our next study.

Since word formation is present in every language and plays an important role in the vocabulary of the language, it is natural that each language has both universal and different features in this system. Over time, linguistics continues to develop and new words continue to appear in the language.

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DETERMINATION OF ACUTE TOXICITY OF THE CAPSULE OBTAINED ON THE BASIS OF GOJI DRY EXTRACT

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ABSTRACT

The calculation of acute toxicity indicators due to the absence of dead animals after oral administration of the drugs turned out to be impossible, which indicates the absence of toxicity in the dose range of 2000-6000 mg / kg, therefore LD50 is assumed to be > 6000 mg / kg. Based on the data obtained on the average lethal dose, we determined the hazard class according to GOST 12.1.007-76 (the classifier contains four levels of classification, according to the safety of substances), for the infusion of the drug, which is for oral administration, corresponds to the fourth hazard class (low hazard substances). The results obtained indicate that it is inappropriate to further study of acute toxicity for oral administration of the drug, since the maximum administered dose corresponds to the last hazard class. We also assessed the obtained data on acute toxicity according to the toxicity classifier (the classifier contains six levels of toxicity classification), described in the methodological manual for preclinical research of drugs, edited by A.V. Stefanov. According to this classifier, the drug when administered orally belongs to the fifth toxicity class (Practically non-toxic).

KEYWORDS: *Goji, Toxic Effect, Dose, Toxicity Class, Non –Toxic, Death of Animals.*

INTRODUCTION

Goji berries are rich in minerals of natural origin, which are adequately absorbed by the body for 100% (zinc, calcium, selenium, phosphorus, copper, iron) and are necessary for the prevention of prostatitis and prostate adenoma, other changes in organs and systems that men are especially susceptible to. Goji berries consist of:

- 19 amino acids necessary for the normal functions of the genitourinary system in men and the production of high-quality ejaculate and sperm; for psychological satisfaction and normalization of psycho-emotional status;
- 21 trace elements (minor minerals), including germanium which is necessary to prevent the formation of tumor cells;
- 6 fatty acids that are necessary for proper functioning of the cardiovascular system, prevention of changes in the liver;
- Vitamins B1, B2, B6, C, E, which help to improve the functioning of the genitourinary system in men;
- 20 times more beta-carotene than in carrots, which directly and effectively restores potency (virility);
- The maximum amount of antioxidants that prevent changes in the body caused by age and aging;
- 500 times more vitamin C than in oranges, which is necessary in most biochemical processes in the body for immunity, endurance, physical and sexual activity;
- 4 unique polysaccharides, not found in any other food product, which "instruct" the cells of our body, adjusting them to health;
- linoleic acid, which greatly contributes to natural weight loss;
- 15 times more iron than in spinach.

Purpose of the study: To study the acute toxicity of the "Goji" capsule preparation based on dry extract.

EXPREMENTAL PART

Materials and research methods: All studies were performed on healthy animals quarantined for at least 10-14 days.

The study of acute toxicity was carried out according to the generally accepted method, on white outbred mice (both sexes) weighing 18-22 g, 6 animals per group, 36 animals were used in total.

To conduct a preclinical study, an infusion was prepared from the collection according to SPh XI, in a ratio of 1: 3 (water was poured without taking into account the water absorption coefficient; the degree of grinding was set at the release of finished products).

Since the pharmacological effect of the extracts is determined by the content of extractives (dry residue), then for the study, and the exact calculation of the selected doses, we determined the dry residue of the infusion. The dry residue content in the aqueous extract was determined by the method described in SPh XI. The resulting infusion contained 4% of the dry residue (extractive substances), and the infusion obtained by this technology was used to set all the studied parameters.

The test drug was administered to experimental animals once orally as a 4% aqueous infusion, at doses: 2000 mg / kg (1.0 ml / 20 g), 3000 mg / kg (1.5 ml / 20 g), 4000 mg / kg (2.0 ml / 20 g), 5000 mg / kg (2.5 ml / 20 g) and 6000 mg / kg (3.0 ml / 20 g).

Since, according to the literature, the maximum volume for a single oral administration is 0.5 ml / 20 g, so we used the method of fractional administration. When a dose of 2000 mg / kg was administered, a volume of 0.5 ml / 20 g was first injected, then after 1.5 hours 0.5 ml / 20 g was injected. When a dose of 3000 mg / kg was administered, a volume of 0.5 ml / 20 g, an hour later, and 0.5 ml / 20 g was injected, and then an hour later, 0.5 ml / 20 g was injected. When a dose of 4000 mg / kg was administered, a volume of 0.5 ml / 20 g was first injected, after 0.5 hours 0.5 ml / 20 g was injected, after 0.5 hours another 0.5 ml / 20 g, then 0.5 ml / 20 g was injected after an hour. When a dose of 5000 mg / kg was administered, a volume of 0.5 ml was injected first / 20 g, after 0.5 hour 0.5 ml / 20 g was injected, after 0.5 hour another 0.5 ml / 20 g, then after 0.5 hours 0.5 ml / 20 g was injected, and after an hour 0.5 ml / 20 g was injected, when a dose of 6000 mg / kg was administered, a volume of 0.5 ml / 20 g was first injected, 0.5 ml / 20 g was injected after 0.5 hours, another 0.5 ml / 20 g, after 0.5 hour another 0.5 ml / 20 g, after 0.5 hour another 0.5 ml / 20 g, then after an hour 0.5 ml / 20 g was injected.

The animals were placed in separate cages in groups and were continuously monitored for the first hour, then were monitored hourly, during the first day, and once a day in the next 13 days of the experiment (total observation period was 14 days). At the same time the followings were taken into account: the general condition of the animals, the features of their behavior, the intensity and nature of motor activity, the presence and nature of seizures, coordination of movements, tone of skeletal muscles, response to tactile, painful, sound and light stimuli, frequency and depth of respiratory movements, heart rate, the condition of the coat and skin, the color of the mucous membranes, the position of the tail, the amount and consistency of fecal matter, the consumption of food and water, as well as other indicators characterizing the toxic effect. The timing of the development of intoxication and the death of animals were also recorded.

During the experiment, all animals were kept in standard vivarium conditions and were on a complete food and water diet.

RESEARCH RESULTS

After oral administration of the drug, a number of changes were observed characterizing the toxic effect of the drug (Table 1).

TABLE 1 THE RESULTS OF THE TOXIC EFFECT OF THE DRUG "GOJI" CAPSULE "TASHPHARMI" UZBEKISTAN

Dose	Result
2000 mg / kg	After administration of the drug, no significant changes in general condition, behavior, and death were observed.
3000 mg / kg	After administration of the drug, no significant changes in general condition, behavior, and death were observed.
4000 mg / kg	Thirty minutes after drug administration, disunity and decreased motor activity were observed. These symptoms lasted for about three hours
5000 mg / kg	Thirty minutes after drug administration, disunity and decreased motor activity

kg	were observed. These symptoms lasted for about three hours
6000 mg / kg	20 minutes after the drug was administered, disunity and decreased motor activity were observed. These symptoms lasted for about five hours

The results of the study of changes in body weight gain showed (Table 2) that after oral administration of the drug, there were no significant changes in body weight gain in any of the doses, in comparison with the intact group.

TABLE 2 RESULTS OF STUDYING CHANGES IN BODY WEIGHT OF ANIMALS, IN GRAMS

Group: Intact

№	Body weight of animals (in grams)		
	initial	after 7 days	after 14 days
1.	21	22	24
2.	18	18	20
3.	19	20	19
4.	18	20	21
5.	19	22	24
6.	20	22	24
Average	19,17 (17,94÷20,39)	20,67 (18,95÷22,38)	22,00 (19,61÷24,39)

Group: "Goji" capsules "Tashpharmi" Uzbekistan (at a dose of 2000 mg / kg)

№	Body weight of animals (in grams)		
	initial	after 7 days	after 14 days
1.	22	21	20
2.	18	18	19
3.	21	19	21
4.	20	22	23
5.	20	20	22
6.	21	20	22
Average	20,33 (18,90÷21,77)	20,00 (18,52÷21,48)	21,17 (19,62÷22,71)

Group: "Goji" capsules "Tashpharmi" Uzbekistan (at a dose of 3000 mg / kg)

№	Body weight of animals (in grams)		
	initial	after 7 days	after 14 days
1.	20	23	24
2.	18	18	20
3.	19	21	20
4.	22	23	22
5.	21	18	18

6.	20	18	20
Average	20,00 (18,52÷21,48)	20,17 (17,56÷22,77)	20,67 (18,50÷22,83)

Group: "Goji" capsules "Tashpharmi" Uzbekistan (at a dose of 4000 mg / kg)

№	Body weight of animals (in grams)		
	initial	after 7 days	after 14 days
1.	20	22	22
2.	20	18	18
3.	18	15	15
4.	18	18	22
5.	21	20	23
6.	20	23	25
Average	19,50 (18,21÷20,79)	19,33 (16,24÷22,42)	20,83 (17,00÷24,67)

Group: "Goji" capsules "Tashpharmi" Uzbekistan (at a dose of 5000 mg / kg)

№	Body weight of animals (in grams)		
	initial	after 7 days	after 14 days
1.	20	18	20
2.	20	18	18
3.	22	23	24
4.	19	20	23
5.	19	21	24
6.	21	23	24
Average	20,17 (18,94÷21,39)	20,50 (18,13÷22,87)	22,17 (19,48÷24,86)

Group: "Goji" capsules "Tashpharmi" Uzbekistan (at a dose of 6000 mg / kg)

№	Body weight of animals (in grams)		
	initial	after 7 days	after 14 days
1.	20	22	20
2.	19	20	21
3.	18	17	18
4.	18	22	21
5.	20	24	25
6.	18	17	17
Average.	18,83(17,80÷19,87)	20,33 (17,32÷23,35)	20,33 (17,39÷23,28)

(M \pm tm; p=0,05; n=6)

Group	initial	after 7 days	after 14 days
Интакт	19,17 (17,94÷20,39)	20,67 (18,95÷22,38)	22,00 (19,61÷24,39)
"Goji" capsules "Tashpharmi" Uzbekistan			
2000 mg / kg	20,33 (18,90÷21,77)	20,00 (18,52÷21,48)	21,17 (19,62÷22,71)
3000 mg / kg	20,00 (18,52÷21,48)	20,17 (17,56÷22,77)	20,67 (18,50÷22,83)
4000 mg / kg	19,50 (18,21÷20,79)	19,33 (16,24÷22,42)	20,83 (17,00÷24,67)
5000 mg / kg	20,17 (18,94÷21,39)	20,50 (18,13÷22,87)	<u>22, 17 (19, 48÷24, 86)</u>
6000 mg / kg	18,83 (17,80÷19,87)	20,33 (17,32÷23,35)	20,33 (17,39÷23,28)

The calculation of acute toxicity indicators due to the absence of dead animals after oral administration of the drugs turned out to be impossible, which indicates the absence of toxicity in the dose range of 2000-6000 mg / kg; therefore LD₅₀ is assumed to be > 6000 mg / kg (Table 3).

TABLE 3 THE RESULTS OF THE TOXIC EFFECT OF THE DRUG

Dose	Case of death of animals
2000 mg / kg	0/6
3000 mg / kg	0/6
4000 mg / kg	0/6
5000 mg / kg	0/6
6000 mg / kg	0/6
LD ₅₀ >6000 mg / kg	

Based on the data obtained on the average lethal dose, we determined the hazard class according to GOST 12.1.007-76 (the classifier contains four levels of classification, according to the safety of substances), for the infusion of the drug, which is for oral administration, corresponds to the fourth hazard class (low hazard substances). The results obtained indicate that it is inappropriate to further study of acute toxicity for oral administration of the drug, since the maximum administered dose corresponds to the last hazard class.

We also assessed the obtained data on acute toxicity according to the toxicity classifier (the classifier contains six levels of toxicity classification), described in the methodological manual for preclinical research of drugs, edited by A.V. Stefanov. According to this classifier, the drug when administered orally belongs to the fifth toxicity class (Practically non-toxic).

It should be admitted that according to the instructions for studying the parameters of acute toxicity described in the methodological manual for preclinical research of drugs, edited by Stefanov A.V., it is said that in the absence of animals death, upon administration, that any substance introduced in large quantities, is capable of causing toxic effects, therefore, the limiting indicator is the maximum dose of the fourth class of toxicity (low toxic substances), taking into account the route of administration. And if no death is observed with the introduction of a dose of the drug corresponding to the maximum dose of the fourth class of toxicity, then the

introduction of a larger dose is usually inappropriate. In case of death of animals due to exposure to the test substance, it is necessary to carry out tests in full.

Based on the data obtained, we can conclude that the infusion of "Goji" of the capsule "Tashpharmi" Uzbekistan has high safety, since when high doses of the infusion are administered orally; there is no death of animals.

Despite a number of symptoms of intoxication that were observed in animals after oral administration of the drug, it can be said that the drug is harmless, since with oral administration of high doses of the drug, no death of animals is observed, and no significant changes in body weight gain are observed.

Summarizing the above, we can conclude that further studies of acute toxicity after oral administration of the drug are complete.

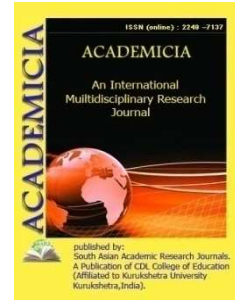
Conclusion: The acute toxicity of the drug "Goji" of the capsule "Tashpharmi" Uzbekistan was studied, according to the results of which a high safety of the water extract from the collection was established, since no death of animals was observed at the maximum dose.

CONCLUSION:

Preclinical studies of the drug "Goji" of the capsule "Tashpharmi" Uzbekistan were carried out in terms of acute toxicity. As a result, it was found that the drug has high safety, since even the maximum dose does not cause death of animals when administered orally, and belongs to the fifth class of toxicity (Practically non-toxic).

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MONITORING ABNORMALITY IN RETURNS OF COMPANIES AROUND CORPORATE SOCIAL RESPONSIBILITY ESG-RATING

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ABSTRACT

This study will analyze whether and how corporate social responsibility affects the financial performance of the listed companies. According to agency theory, Corporate Social Responsibility engagement should be negatively related to financial performance. By contrast, from the stakeholder perspective and according to the resource-based view, Corporate Social Responsibility should positively impact companies' financial performance. Net interest income and profitability increase with the increase in the social performance of banks; as stated by previous research work at the same time, Corporate Social Responsibility is negatively related to non-performing loans. Therefore, this research analyzes the relation between two in Indian companies' corporate social responsibilities and performance compared to the trade-off model.

KEYWORDS: Corporate Social Responsibility, E-Garch, ESG rating, Event study, Nifty.
JEL Code: P43, G3, and G28

1. INTRODUCTION

(Commission, 2001) defined "Corporate Social Responsibility as a concept whereby companies integrate social and environmental concerns in their business operations and their interaction with their stakeholders on the voluntary basis." Corporate Social Responsibility has broadened the domain of the corporate sector from stockholders to stakeholders by assigning responsibility towards all those institutions affected by the company.

Corporate social responsibility is a self-regulating business model that helps a company be socially accountable — to itself, its stakeholders, and the public. By practicing corporate social responsibility, also called corporate citizenship, companies can be conscious of their impact on all aspects of society, including economic, social, and environmental. To engage in Corporate

Social Responsibility means that, in the ordinary course of business, a company operates in ways that enhances society and the environment instead of contributing negatively to them. The Companies Act 2013 made Corporate Social Responsibility mandate for the companies having a turnover of 1000 crore or more, or net worth more than 500 crores or more, and those companies which has a net profit of five crores or more should contribute two percent of its net profit towards corporate social responsibility (**section 135, Companies Act 2013**).

Corporate social responsibility is an expansive idea that can take numerous structures relying upon the organization and industry. Through Corporate Social Responsibility projects, philanthropy, and volunteer endeavors, organizations can profit society while boosting their brands. As significant as Corporate Social Responsibility is for the network, it is similarly vital for an organization. Corporate Social Responsibility exercises can help fashion a more grounded bond among workers and enterprises; they can support the spirit and support the two representatives and managers to feel progressively associated with their general surroundings.

Most of the examinations of CSR show up in corporate sustainability reports. Be that as it may, depending on the individual corporate CSR report has inherent inadequacies, for example, a one-sided divulgence issue because of the lack of the company's disclosure instrument, viz. uncovering just the association's only translation of its CSR and its operationalization (**Pae, 2011**). Subsequently, to explore the connection between CSR and Financial Performance impartially, a few investigations analyzed the relationship dependent on outsider evaluations of environmental, social, and corporate governance. (**Nollet J, 2016**) tried both direct and non-direct connections between CSR execution and Financial Performance. They likewise utilized an elective outsider inspectors' informational collection, viz. Bloomberg's ESG (Environmental, Social, and Governance) exposure score, as another intermediary for CSR.

(**Jae-Joon Han, 2016**) The ESG exposure score is essentially utilized as one of the crucial files in the ID of CSR exertion. It is utilized to comprehend the general CSR exercises, how companies create CSR issues concerning their destinations and techniques for long haul development, oversee chances and other hierarchical qualities in general administration rehearses, etc. Initially, ESG wording first showed up in the United Nations Principles of Responsible Investment.

The significance of this research is to add to retail financial specialists, corporate investors, and corporates about their venture choices. In this research, all the companies have been taken from all sectors, contributing to the Indian economy.

2. Review of literature

Corporate Social Responsibility is something that all organizations take as liability, or we can say that with its obligation of the organization, it contributes to society in different manners. It can be community involvement, environmental contribution, workplace, and diversity (**Shafat Maqbool, 2018**)

As said by (**Shafat Maqbool, 2018**) corporates should not consider Corporate Social Responsibility as a legal obligation; instead, it should be treated summed up in long-term business strategy. When a company organizes Corporate Social Responsibility activities appropriately, it becomes easy for the company to achieve the target, be it financial performance, including shareholders' wealth maximization. Corporate Social Responsibility should be taken as a voluntary initiative rather than a legislative mandate.

As far as leverage ratios like debt-to-equity ratios are concerned (**Francesco Gangi, 2018**), the Corporate Social Responsibility activities positively impact the performance of banks. Until banks initiate corporate Social Responsibility activities in the European market, they positively impact the performance of banks. The increase in Corporate Social Responsibility activities incorporate risk perception also goes down, which eventually leads to the positive performance of banks (**El Ghouli, 2011**). Suppose we focus on the size of the companies, large-cap companies, and mid-cap companies. In that case, reveals as per (**Perrini F. &, 2008**) and (**Perrini F. R., 2007**) that large-cap companies have a significant effect on their Corporate Social Responsibility activities on the company's performance.

Researchers are giving negative views, such as (**Sorumluluk 2015**), that with an increase in Corporate Social Responsibility scores, the company performance is going down in the market of Turkey. Since the firm's point is maximizing shareholders' wealth, research studies connect the Corporate Social Responsibility practices to money-related execution measures. Nevertheless, at the same time, writing is uncertain about the Corporate Social Responsibility and financial performance relationship. In the conventional perspective on the organization, the firm's obligation is constrained to meet the requirements of shareholders. As **Friedman (1962:63)** states that "The responsibility of business is to increase the profits." Despite the suggestion still, many researchers reject Friedman's view.

(**McWilliams, 2001**) commented that dependent on a market interest hypothesis of the firm the generation of execution. It is also accepted that excellent management administration will perform well in each part of the business, even in social responsibility (**Waddock, 1997**) and (**Preston, 1997**) analyzed a firm with better financial performance has slack resources directly proportional to the social performance. Research done by (**Saed Adnan Mustafaa, 2012**) in the Malaysian market again carried positive results that Corporate Social Responsibility activities have a significant impact on the performance of corporates. Large-cap companies are showing the significant effect of Corporate Social Responsibility on the company's performance. In contrast, small-cap or mid-cap companies are not able to show such a significant effect.

Another research done by (**Lin Lin, 2019**) in the Taiwan market shows a positive signaling effect, which shows that broader categories of corporate social responsibility and subcategories impact companies' shareholders. The returns of the company and profitability of the company are both increasing. Some researchers (**Ester Gras-Gil, 2016**) are finding a negative impact of Corporate Social Responsibility on the company's performance in the Spanish market. Research done by (**Ester Gras-Gil, 2016**) for 7 years among non-financial companies shows a negative impact. With an increase in spending on corporate social responsibility, the company's financial performance is going down. While interviewing the company officials, the author found that the company cannot fund new projects or expand its corporate social responsibility. More research done by (**Jesús Herrera Madueño, 2016**) in the Spanish market only in financial companies shows positive results. In small and medium enterprises, which is more conditioned by their competitive performance. With the help of socially responsible actions, strategic incorporation will result from improved companies' financial performance. With the research in 481 companies' researchers concludes that the Corporate Social Responsibility activities impact the company's performance directly or indirectly. (**Waddock, 1997**) calculated seven types of relationships between Corporate Social Responsibility and the financial performance of the company. Among positive relationships between Corporate Social Responsibility and the

performance of companies (**Freeman, 1984**) also suggest that higher the competency of Corporate Social Responsibility activities will be better than the company's performance.

As per the study conducted by (**Camilleri, 2016**) the Environmental Protection Agency (EPA) has likewise built up an assortment of techniques, instruments, what is more, direction programs that are pointed toward supporting the utilization of natural supportability, the Bureau of Energy Resources (ENR) propels U.S. interests concerning secure, solid and ever-cleaner wellsprings of energy. ENR advances excellent administration and straightforwardness in the energy area as it upholds the Extractive Industries Transparency Activity (EITI).

Again, one more study done in the Spanish market for the companies listed in the Madrid Stock Exchange (**Rodriguez-Fernandez, 2016**) shows the positive relationship between Corporate Social Responsibility activities and profitability. This study also demonstrates that being profitable is social and social is profitable in the Indian market research done by (**Anjali P, 2016**) which also shows the positive results like Spanish and Malaysian markets. With the increase in Corporate Social Responsibility spending, return on equity, return on assets, and earnings per share also improve. The shareholder's wealth gets maximized and, in return, boosts the company's financial performance. However, with the Corporate Social Responsibility activities, price to book value goes down. In Indian market research executed by (**Anjali P, 2016**) shows the public sector banks are the ones that are contributing the highest amount in Corporate Social Responsibility activities.

In contrast, some private sector banks not even contributing to the Corporate Social Responsibility the minimum legislative requirement. (**Carroll, 1979**) endeavored to orchestrate the central rule of social obligation. He clarified the reasoning behind social duty activities and proceeded to depict the corporate reactions to social issues.

Research is done by (**Khurshid Djililov, 2015**) in transition countries of the former Soviet Union and Central and Eastern Europe. This research author tried to find the link between 254 banks during a stable and turbulent economic period. In both periods, corporate social responsibility activities and factors contribute positively to the company's performance.

Thus with 18 companies, we can say that 12 studies are showing positive or neutral results. The remaining 6 shows negative results. Corporate Social Responsibility activities are showing mixed results in different economies and different sectors.

3. Statement of the problem

In this research article, the impact of ESG rating has been studied with an effect on the financial performance of corporates. Business organizations in India follow different methods to measure CSR activities. One such among them is the ESG rating. Though in India, ESG rating is a very immature stage. Not all organizations are disclosing their ESG data in CSR disclosure reports. There is not any standard opted by corporations to publish CSR reports.

4. Need of the study

This study mainly focuses on the relationship of rating of corporate social responsibility of a company with its return. The MSCI (Morgan Stanley Capital International) company is providing Corporate Social Responsibility-ESG (Environment, Social and Governance) rating using KLD data analytics. Since this company provides the data on an annual basis and the date

of announcement is not available. To avoid mismatching of data, April 1st of the year is taken to measure the change in this research. In this research, ten listed companies from various NIFTY 50 are taken to measure the change. For some companies, their ESG-rating does not change, but every year it is announced. So, this is research will be giving results for the positive, negative and neutral ESG-rating.

5. Objectives of the study

The objectives of the study are following:

1. To measure the impact of ESG rating on the financial performance of the company.
2. To analyze the importance of the ESG framework in the Indian business context.

6. Hypothesis of the study

H₀: ESG rating affects the financial performance of a company.

H_a: ESG rating does not affect the financial performance of the company.

7. Research methodology

7.1 Sample Selection

In this paper, ten listed companies from the National Stock Exchange data as per their market capitalization. The list of companies, along with their ESG rating, is in Table 1.

7.2 Sources of data

The data collected in this research is the secondary database:

- ESG reports from respective company websites.
- Financial reports data from www.nseindia.com.
- ESG rating from Morgan Stanley published reports.

7.3 Period of the study

Data collection is daily stock prices of 10 companies for one year of the financial year 2019-20.

7.4 Tools used in the study

To research ESG rating impact, the event study method has been used by using E-GARCH. E-GARCH is Exponential Generalized Autoregressive conditional heteroskedasticity. Since the date of the ESG rating is not mentioned so, April 1st of the year is taken into consideration. As the event date. A selection of event window for 21 days, i.e., ten days before the event date and ten days after the event date.

8. Data analysis

To research ESG rating impact, the event study method has been used by using E-GARCH. E-GARCH is Exponential Generalized Autoregressive conditional heteroskedasticity. Since the date of the ESG rating is not mentioned so, April 1st of the year is taken into consideration. As the event date. A selection of event window for 21 days, i.e., ten days before the event date and ten days after the event date. The mnemonic to write event window is [-10,0,10]. -10 means 10 days before the event, and +10 means 10 days after the event. For calculation of expected return

E-GARCH formula is used in MS EXCEL. The E-GARCH formula is used to determine the expected return. The primary objective of the research is to determine to examine the ESG-rating on the performance of companies.

Steps of methodology:

Step 1: Event 0 denoted as on event date on which the ESG rating is announced.

Step 2: Next step is to select the event window. As research was done by (Francesco Gangi, 2018) says that the impact of any significant event will start ten days prior and will not remain in the market for more than 10 days. So, the event window will be $[-10,0,10]$.

Step 3: Estimation of the window will be for 100 days.

Step 4: Then the calculation of actual return is calculated by using the following formula

$$Actual\ Rteurn = \ln \frac{N+1}{N}$$

Where N is the price of the security on the Nth day

N+1 is the price of the security on (N+1)th day

Step 5: For the calculation of expected return, some exogenous variables should be used. The exogenous variable should be something that does not impact the independent variable directly. The exogenous variable used in this research is the NIFTY 50 index.

$$Expected\ return = \alpha + \beta \ln(nifty) \left(\frac{N+1}{N} \right)$$

Where, α = regression coefficient of security

β = regression coefficient of NIFTY 50

Step 6: Calculate abnormal return

$$Abnormal\ Rteurn = Actual\ Return - Expected\ Return$$

Step 7: The last step is to calculate cumulative abnormal return.

After the calculation of the t-test, a t-test is conducted to test the hypothesis. Table 3 refers to the P-value of the selected sample organization. This shows that the p-value is less than 0.05, which tends to accept the null hypothesis stating that the performance of an organization improves with ESG rating. Financial performance (**Maqbool, 2018**) is measured using abnormal returns of the stocks, increasing as shown in table 3. ESG outperformance openings exist in numerous spaces of the market. (**Gunnar Friede, 2015**) shows that in North America, ESG performance impacts the financial performance of the company.

Against this setting it very well may be perceived that ESG is currently a necessary piece of working of an association. The performance of a corporate ought to be judged past the monetary boundaries. The specialists need not just spotlight on the monetary execution yet to analyze into the ESG execution of the corporate. Keeping in see the significance of corporates in India, this examination is centered around the corporate social obligation exercises did by Indian corporates.

Nevertheless, there is a limitation in India since the ESG framework is not mandatory to be adopted. Many organizations do not follow the same. They are still following the traditional CSR culture. This narrows down the scope of ESG in Indian firms. Nevertheless, this research shows that ESG performance and rating impact the financial performance of companies. This makes Indian organizations adopt for ESG framework in their CSR disclosure reports to uniformity in reporting. In spite of the fact that there are numerous positive models for the ESG–CFP connection, scientists frequently claim that results are questionable, uncertain, or opposing (Ester Gras-Gil, 2016).

9. FINDINGS

To test the hypothesis of abnormal return with the actual return, a t-Test is conducted to test the significance of the hypothesis. A confidence level of 95% is used to conduct a t-Test hypothesis test. After the t-Test, all the selected companies in the sample show p-value less than 0.05, which shows null is accepted by rejecting the alternate hypothesis. Following findings are drawn from the data analysis:

- If we check the change in ESG rating company-wise out of 10 selected companies, five companies show a downgrade in ESG rating due to which the company's return goes down. Similarly, three companies show their upgrade, and two companies show no-change in ESG rating and show improved financial return and approximately zero abnormal return, respectively.
- With this observation, it can be considered that for a company's financial performance, the ESG rating plays a significant role for long and short-term investors. With the announcement in ESG rating, the fluctuation in the price of companies is visible. Retail or corporate investors can consider ESG rating before investing, but that does not mean that ESG rating is the only aspect investors need to cover before investing in any company.
- Nevertheless, one thing here needs to be noticed why companies are getting downgraded in ESG rating despite being legally mandated by the Ministry of corporate affairs. 50% of companies from the selected sample show downgraded ESG rating, which shows either the companies are investing in corporate social responsibilities to save their tax or not covering all the aspects of ESG, i.e., Environment, Social, and Governance. Failing to comply with any of the ESG aspects will also lead to a downgrade in the rating. To get a good rating, a company needs to be vital in all aspects of ESG rating.

10. Suggestions

From this research following suggestions can be concluded:

1. Since the scope of the ESG framework is getting widened shortly. Every business organization should work towards implementing the ESG framework.
2. With the implementation of the ESG framework, CSR measurement for all Indian companies will be in a uniform manner.
3. With uniformity in the measurement scale of CSR, it will be easier for researchers to conduct research in the ESG framework and come to a conclusion.
4. ESG performance-based mutual funds are already attracting investors in the Indian market.

11. Conclusion

In the last, it can be concluded that CSR-ESG rating is an essential aspect for investors before investing in any company, but it is not the only aspect. There are other aspects as well which can be considered before investing in any company. Nevertheless, companies consider the public issue more than debt to raise funds if we consider the latest data. In 2019, this data increased to 29%. This data shows Indian market has many potentials which can be considered for investment.

12. Limitations

Every research has its own limitations. If we consider the limitations of this research, it has majorly two limitations. First, only ten large-cap companies, which belong to Index Nifty-50, cannot explain mid-cap and small-cap companies. So, we cannot say that if large-cap companies are getting affected by ESG rating, mid-cap and small-cap companies will also.

Secondly, all the companies of NIFTY 50 are not available for ESG rating, with which we cannot say that all Indian companies are affected. Since out of selected companies, all companies show a p-value less than 0.05, which clearly shows the null hypothesis is accepted by rejecting the alternate hypothesis.

13. Scope for further research

This research can be extended in the future in the following areas:

1. Good ESG performing organization attracts equity analysts to invest more in the market (Serafeim, 2012), which increases firm value (Wieseke, 2009).
2. With improved ESG performance, customers (Tamayo, May, 2013) and employees (Arenas, 2008) are satisfied with their organization.
3. All these variables can be empirically tested and proved with a hypothesis in the Indian market.

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TABLE 1: ESG RATING OF COMPANIES

Sr. No.	Company	ESG rating	Sr. No.	Company	ESG rating
1	AXIS Bank	BBB	6	Maruti Suzuki Limited	BB
2	ICICI Bank	BB	7	Dr. Reddy Laboratories	B
3	Bharat Forge	B	8	State Bank of India	B
4	INFOSYS Limited	AA	9	Vedanta Limited	CCC
5	WIPRO	A	10	ZEE Entertainment Limited	BB

Source: www.msci.com (2020)

TABLE 2: CHANGE IN ESG RATING OF THE COMPANY

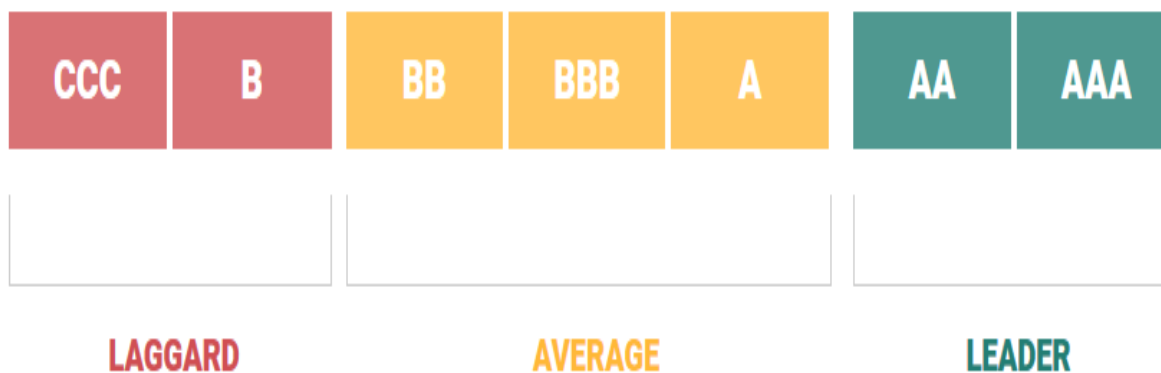
Sr. No.	Company	Change in ESG rating	Sr. No.	Company	Change in ESG Rating
1	AXIS Bank	Downgrade	6	Maruti Suzuki Limited	Upgrade
2	ICICI Bank	Downgrade	7	Dr. Reddy Laboratories	Downgrade
3	Bharat Forge	Downgrade	8	State Bank of India	No change
4	INFOSYS Limited	Upgrade	9	Vedanta Limited	No change
5	WIPRO	Downgrade	10	ZEE Entertainment Limited	Upgrade

Source: www.msci.com (2020)

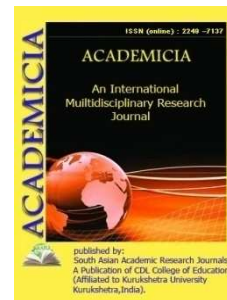
TABLE 3: P-VALUE OF THE ORGANIZATIONS CALCULATED AFTER T-TEST

Organization	P-VALUE	Return of stock in the event window
AXIS BANK	0.0038	5%
BHARAT FORG	0.022	4.2%
DR. REDDY	0.01	7.3%
ICICI BANK	0.041	2%
INFOSYS	0.023	1.8%
MARUTI	0.034	5.6%
STATE BANK OF INDIA	0.088	10%
VEDANTA LIMITED	0.019	7%
WIPRO	0.06	6.2%
ZEE ENTERTAINMENT	0.024	3.7%

Chart 1: ESG RATING CHART



Source: www.msci.com (2020)



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PECULIARITIES OF AUDIT IN COMMERCIAL BANKS

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ABSTRACT

The article examines in detail the audit of commercial banks and its specific aspects, analyzing the views of economists. The author has also developed proposals and recommendations for the development of auditing in banks. According to ancient Chinese records, in 700 BC, there was a position of Auditor General to oversee government officials who had the right to use public money and property. The responsibilities, rights, and forms of government auditors varied from dynasty to dynasty. External auditors of banks can play an important role in promoting financial stability when they provide quality bank audits that contribute to market confidence in banks' financial statements. We believe that at present it is necessary to pay attention to the following methods of audit: oral interviews with employees, alternative (alternative) balance sheet for the audited enterprise, tests on audited objects, questionnaires, methods such as the widespread use of computer information technology.

KEYWORDS: *Banks, Audit, Internal Control, Internal Audit, External Audit.*

INTRODUCTION

The main goal of the ongoing economic reforms in the Republic of Uzbekistan is to fully establish the principles of market relations in the country's economy. At the current stage of gradual reforms aimed at building a market economy, the role of commercial banks in the country's economy is growing.

The banking system of the Republic of Uzbekistan is gradually going through the stages of decision-making. Its activities are recognized by the international banking community. Because the banking system of Uzbekistan is actively involved in the reform and development of the country's economy.

"Further strengthening of macroeconomic stability and maintaining high rates of economic growth, including ensuring that the state budget is balanced at all levels, the national currency and the price level in the domestic market is the most important priority"[1] - said the President of the Republic of Uzbekistan, which also confirms our opinion.

At present, Uzbekistan has a unique system of bank audit to analyze the financial condition of commercial banks. Commercial banks also provide the Central Bank on a monthly basis with information covering many areas of activity, balance sheet, calculation of economic standards, profit and loss statements. In the context of modernization of the economy, commercial banks are faced with the task of overcoming financial and economic difficulties, adapting to the interbank competition and further development of their activities in accordance with the changing market conditions.

LITERATURE REVIEW

The audit has a long history to this day. The first independent auditors appeared in European joint stock companies as early as the 19th century. The word "audit" means "to hear" in various translations.

Individuals who could be trusted by shareholders were invited to verify the accuracy of the financial information and approve the financial statements. The main requirements for an auditor are his unconditional honesty and independence. The complexity of accounting requires that auditors have serious training.

Economist B.Q. Khamdamov comments on the emergence of audit: If we look at audit as a financial control, China was the first to create an audit system. According to ancient Chinese records, in 700 BC, there was a position of Auditor General to oversee government officials who had the right to use public money and property. The responsibilities, rights, and forms of government auditors varied from dynasty to dynasty. In accordance with Article 91 of the new Chinese Constitution of 1983, the State Audit Office was established[2].

In many countries, joint stock companies are emerging in the economy. Of course, such conditions have not bypassed the financial crisis, and the demand for accounting experiments that can protect the interests of investors has increased. The British Parliament has passed a package of laws to control the option. All of this has led auditors to monitor the accuracy of accounting and reporting.

In this regard, R.D. Dusmuratov in his textbook "Fundamentals of Auditing" provides the following information: "According to some sources, the profession of accountant-auditor in the mid-seventeenth century in European joint-stock companies began to take shape due to the need to resolve contentious issues. At that time, there was a growing need for specialists who could work independently and give clear conclusions about the production and financial activities of the enterprise[3].

As a result, the Compulsory Audit Act was passed in England in 1862, in France in 1867, and in the United States in 1937. Currently, in developed market economies, there are audit institutes with their own organizational legal infrastructure.

Observers are primarily concerned with maintaining the stability of the banking system and enhancing the safety and reliability of individual banks in order to maintain market confidence

and protect the interests of depositors. One of the main sources of financial resources for a commercial bank are deposits. This is a group of passive operations used for lending to individuals and legal entities. A wide range of deposits offered to potential investors allows the bank to pursue a flexible policy in the field of active operations, increasing the level of competitiveness[4]. Consequently, to improve the effectiveness of supervision, supervisors have shown a strong interest in the quality with which external auditors conduct bank audits. Building effective relationships with external auditors can also strengthen banking supervision.

Analysis and results

Strong internal controls, including an internal audit function and independent external audit, are part of sound corporate governance. In banks, they are also important to the security and reliability of transactions and can facilitate effective and constructive communication between bank management and banking supervisors. Appropriate communication between banking supervisors and banks' internal and external auditors will enhance the effectiveness of inspections and supervision[5].

The external auditor plans and conducts an audit of a bank's financial statements to obtain reasonable assurance that the financial statements as a whole are free from material misstatement, whether due to fraud or error, and are prepared, in all material respects, in accordance with the applicable financial reporting framework[6].

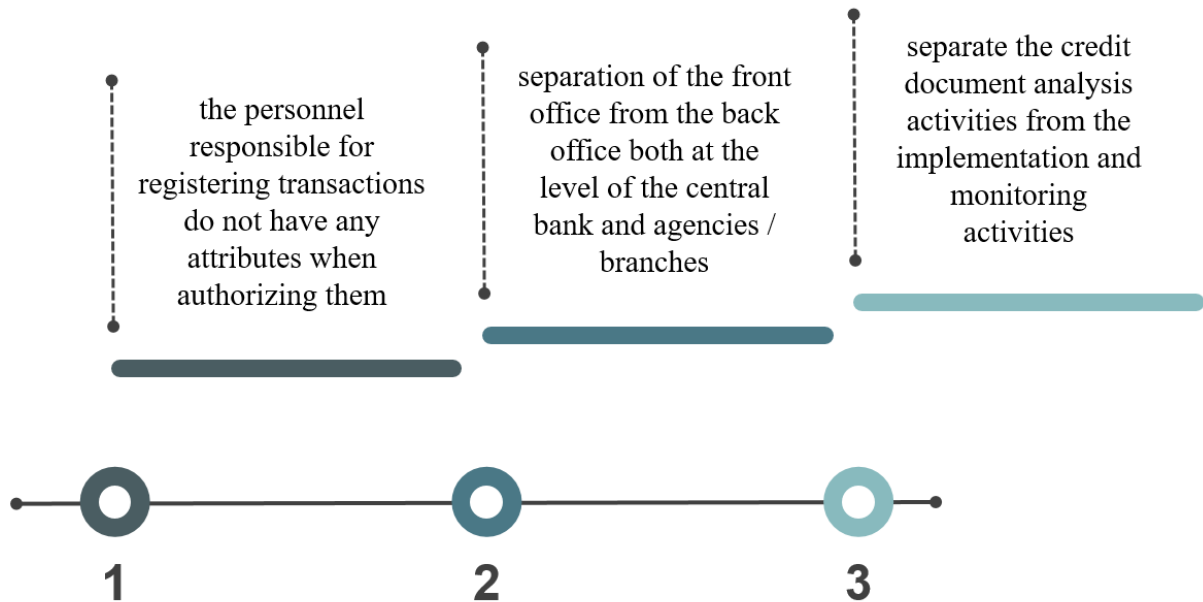
The recent financial crisis not only exposed weaknesses in the risk management, control and governance processes in banks, but also highlighted the need to improve the quality of external audits of banks. External auditors of banks can play an important role in promoting financial stability when they provide quality bank audits that contribute to market confidence in banks' financial statements. Quality bank audits are also a valuable contribution to the supervision process. The Basel Committee on Banking Supervision is releasing this document on external audits of banks to improve the quality of external audits of banks and enhance the effectiveness of prudential supervision, which contributes to financial stability.

Our study confirms the inclusion of internal audit in internal banking control based on the complementarity between these management banking tools. We intend to explore the first two mentioned concepts that contribute to sound corporate governance of the bank and their interdependencies - internal banking control and internal banking audit. The nature of the problem is primarily due to the characteristics that distinguish internal control from internal audit in the banking industry.

Internal banking controls are a very delicate topic in a context where banks must be able to fulfill their responsibilities, even in the event of major shocks that could affect the economy. The current reality of the financial crisis has forced banks to rethink the way they should do business to include their concern for healthy internal controls. And effective internal banking control facilitates communication between all management structures of the bank and its operational staff. The characteristics of effective banking control facilitate communication between bank management and financial auditors, as well as between bank management and national banking supervisors.

The analysis does not attach sufficient importance to the human factor that is implied in domestic banking. We consider it necessary to further clarify the method of control by bank employees,

since internal control activities should be part of the day-to-day activities of credit institutions. The specificity of banking activities imposes on the fact that the bank staff will not have exclusive control over one or more operations, summarizing two or more of the following functions: decision functions, value functions and goods management, while retaining the recording function and the management function. Activities that need to be clearly separated include: trading and clearing; managing valuables and keeping records of their records; authorization of transactions and their registration. It is absolutely essential to separate incompatible activities such as:



CONCLUSIONS

The auditor also uses standardization, evaluation, and grouping methods in the audit process. Audit methods should help to determine the causes of each event, their consequences, the compliance of business processes with the law. Due to the development of auditing, its style and methods are improving. We believe that at present it is necessary to pay attention to the following methods of audit: oral interviews with employees, alternative (alternative) balance sheet for the audited enterprise, tests on audited objects, questionnaires, methods such as the widespread use of computer information technology. It should also be noted that auditors should use non-traditional methods in addition to the general (traditional) methods adopted in the audit process. Thus, the methods used in an audit are directly related to its type, purpose, and objectives.

We have found that the relationship between internal banking audit and internal banking control is very complex and intimate, created, in particular, by legal requirements in their area. They impose on banks the organization of audit functions as an integral part of the internal control system and lead to the interdependence of the studied concepts.

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THE MAIN INDICATORS OF INCREASING COMPETITIVENESS OF HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This scientific paper focuses on the competitiveness of higher education institutions and gives suggestions and conclusions about the development of society and economy due to the increasing competition among Higher Education Institutions. Today, the fact that education and science have huge opportunities in terms of creating a technological base of innovative economy, which meets the requirements of modern market, aimed at the production of high-tech products, gives higher education institutions the opportunity to earn extra-budgetary funds. This is also important for the work being done to give more autonomy to the universities. If the conditions are different, then it is also illogical and erroneous to demand that the final result be the same. This is also an important issue. However, the possibility of investing in the scientific base of these higher education institutions is limited to one simple reason: it does not quickly bring profit.

KEYWORDS: *Competition, Development, Economy, Society, Consumer, Education.*

INTRODUCTION

On may 28, President of the Republic of Uzbekistan Shavkat Mirziyoyev held a meeting dedicated to the discussion of the priority tasks of ensuring the competitive environment in the economy and protecting consumer rights. At the meeting, it was noted that it is necessary to create a completely new system on the development of competition and the fight against monopoly.

In the higher education system, instructions were given on the development of competition in the direction of opening a separate faculty, day and correspondence reading form, introduction of new science and allocation of academic hours for these purposes.

The Higher School of business and entrepreneurship has organized short-term training courses on the development of competition for managers and managers of monopoly enterprises, and the educational process has been entrusted with the task of attracting experts and professors from international financial organizations.

In the current globalization period, competition among higher education institutions, like all other sectors, this is, also, growing. In this process, the rating of institutions of Higher Education is of great importance. Therefore, it is very important to ensure the unity between Higher Education Institutions and production as well as to establish innovative cooperation.

Today, the fact that education and science have huge opportunities in terms of creating a technological base of innovative economy, which meets the requirements of modern market, aimed at the production of high-tech products, gives higher education institutions the opportunity to earn extra-budgetary funds. Today, the fact that education and science have huge opportunities in terms of creating a technological base of innovative economy, which meets the requirements of modern market, aimed at the production of high-tech products, gives higher education institutions the opportunity to earn extra-budgetary funds. But now most of the work in Higher Educational Institutions is not used in the production of scientific works of scientists. The reason is that partnerships between manufacturing enterprises and institutions of Higher Education are not at the required level. At the same time, the scientific work of many scientists has a theoretical character or is not associated with production at all.

In the international experience, the state participates to a certain extent in the management of Higher Education. In industrialized countries, the state is indirectly involved in this process. The state does not give instructions on what or how to teach, how many hours to allocate to science and how much money to spend. The state can participate in the management of higher education through observation or board of trustees, various financing schemes or some kind of regulatory functions. Without the participation of the state and its financial support, higher education institutions cannot work fully and efficiently. For example, in Great Britain, the state takes indirect part in the financing of Higher Education Institutions. Direct money is not transferred to the budget of Higher Education Institutions. There are financial councils known as Funding Council, through which students' readings are financed. In this case, educational loans are allocated not by banks, but by financial councils. And this is a clear principle for the competitiveness of Higher Education Institutions. Another example is that the state allocates large sums for research in tertiary institutions through various savings and financial structures. And this makes a significant contribution to the growth of the economy as well as the development of institutions of Higher Education in a certain period of time when the funds allocated through financial structures are properly channeled.

If competition develops in higher education, this should naturally lead to quality improvement and a decrease in the price of services. Because in the market there will be an increase in the offer and choice. And this sets the task of training personnel to higher education institutions, which can meet very high demands and modern requirements.

In 2016 in Uzbekistan there were 75 higher educational institutions throughout the Republic, today their number has reached 131. Almost a quarter of them are International Higher Education Institutions.

The level of coverage with higher education has also doubled. If in 2016 year this indicator was about 9%, then to date, the coverage with higher education has approached 25%. Until 2030 year, it is aimed to bring this indicator to 50%.

I only applaud the competition between different forms of ownership in higher education. But for competition, the starting positions must be equal, then the competition will be fair. The competitive environment for all educational institutions should remain the same. In turn, the personnel trained by Higher Education Institutions will be able to meet the modern requirements. If your opportunities are limited in a certain sense, and the activity of your competitor is not subject to such limits, then naturally there cannot be talk about fair competition. This is the law of Economics. The legal, administrative or financial conditions of private and Public Higher Education Institutions are completely different.

In order to compete equally with international higher education institutions or compare ourselves with foreign Higher Education Institutions, we must be on equal terms with them. This is also important for the work being done to give more autonomy to the universities. If the conditions are different, then it is also illogical and erroneous to demand that the final result be the same. But are the Higher Education Institutions themselves ready for this autonomy? This should be a step-by-step process. From 2022 onwards, about 30 higher educational institutions of the Republic will undergo autonomy in the management, financial and educational process. I hope that this process is much more of a relief and convenience for tertiary institutions, which will lead to increased competitiveness.

Why should not private tertiary institutions set a priority goal of receiving benefits?

Only one-third (33%) of students from around the world study in private higher education. Approximately 70% students study in Higher Education Institutions with state participation. Most private universities, no matter how strange, are located in developing countries. Latin America is in the first place in this regard, almost 45% of Higher Education Institutions in the region are private.

72% of students in Brazil study in Private Higher Education Institutions. Almost 79% in Japan, South Korea and the Philippines also have a large number of students studying in Private Higher Education Institutions. But these higher education institutions do not belong to some kind of person. Often they are specific corporate higher education institutions created by large companies.

Even if higher education institutions are private, this does not mean that its purpose should be to take advantage of. Most Private Higher Education Institutions perform the function of contributing to the development of society for an impartial purpose. In fact, these are public organizations and they are registered as “not for profit”. People who manage this institution also cannot receive income from this activity. All the benefits that can be obtained are directed to the university itself.

Opening higher education institutions both in international practice and in the example of Uzbekistan for profit is not a good idea. The money invested in education can justify itself after a

long period of time. You can earn income only after 5-10 years after the start of your business activity. This is not an area that immediately generates huge profits. And this greatly contributes to the development of society, the development of the economy and the development of the future generation of mature educated people. If the goal is to make a profit, it can have a huge impact on quality. For the founders of such a university, quantity is of paramount importance than quality. Accepting more students, waiting for them to finish faster and earning more quickly becomes the main goal.

There are many other areas in which your investments start to generate profits faster. This area should include people who aim to contribute to the development of society. That is, individuals who are able to invest in the development of education, including higher education.

On the scientific potential of State Higher Education Institutions

International or private higher education institutions can attract students with more appearance, condition or material and technical base. This is also an important issue. However, the possibility of investing in the scientific base of these higher education institutions is limited to one simple reason: it does not quickly bring profit. The organization of the educational process is only one side of the issue, but institutions of Higher Education — this is both scientific work and scientific activity.

Get any prestigious university; whether it's Oxford or Cambridge, they are famous primarily for their academic achievements, scientific bases. As for scientific activity—this is an area that requires very serious investments, and it is also unlikely that it will bring you income in the near future.

And in higher educational institutions with the participation of the state, the scientific potential and scientific base have already been formed and exist. And for any new private institution, it will be difficult to compete with the state Higher Education Institutions on this issue. But this potential should be manifested in the improvement of the material and technical base, in new teaching methods.

On the increase in the amount of “contract” and payment methods

Now higher education institutions are gradually moving to financial autonomy. In financial autonomy, Higher Education Institutions cover all costs from the account of their own funds. The funds allocated by the state will be much more limited. Of course, even if universities move to financial independence, to a certain extent it will be a state order and it will be covered from the account of the state budget.

But universities will have to provide their financial stability mainly by itself. In the first place, this is covered by the student's payment-contract funds.

The more students study in higher education institutions, the cheaper the cost or cost of educational services for one student. But if the students are less, then the cost will also increase.

There are several ways to facilitate the payment of “contract” for students. There are a lot of opportunities and this issue cannot be left only to the student himself.

One of them is educational loans. Countries in the world where students or their parents pay for educational services themselves are very few. There is such practice in Uzbekistan, but the scope of obtaining these loans is limited.

The third is the involvement of various organizations. For example, employers can choose the best students, and then, on condition of production, they can fully or partially compensate for the payment-contract money. We are also actively working on this issue.

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LEVEL OF STUDY OF ONOMASTIC ETHNONYMIES

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ABSTRACT

The expansion of onomastic research in Uzbek linguistics has led to the development, formation and development of this scientific field. He has defended his doctoral and master's theses on the study of Uzbek names and toponyms, published dozens of monographs, collections and pamphlets, and many articles. All this indicates that Uzbek onomastics is a unique scientific field of linguistics. Language as an instrument of social communication is inextricably linked with the history of society, because every change that takes place in society leaves its mark on its language. That is why linguistic materials help to cover certain aspects of the history of society, where historical documents and written monuments are weak. Thus, a nation is a linguistic, territorial, economic, and cultural unit that precedes a nation. Ethnic tribes began to form during the formation of tribal alliances. Ethnic groups are usually made up of several tribes with the same origin and language, or tribes that have been mixed and conquered by one another.

KEYWORDS: *Ethnonym, Ethnotoponym, Necronym, Geradot, Torg Pompey, Xenophon, Mahmud Kashgari, "Devonu Lug'otit-Turk".*

INTRODUCTION

Ancient historical names are the hallmarks of a nation's history. Famous horses, in addition to linguistic features, contain valuable historical, ethnographic, geophysical, ethical, and even archaeological information. Famous horses are a great cultural linguistic heritage left to us by our ancient ancestors. This heritage reflects the historical memory of our people. As a result,

efforts to restore and preserve historical names of the past have intensified in recent years. In this regard, one of the most important tasks is to study and improve our language, which is of great value.

Every language reflects the social life, way of life, life experiences of people who communicate in that language - people, nations and ethnic groups - for centuries. For this reason, the language is recognized as a unique witness to the life of the people, the stages of historical development, the symbol of ethnic unity, which collects its life experiences and transmits them from ancestors to generations, preserving national identity.

The inexhaustible wealth that has been passed down from generation to generation for centuries and has been passed down from generation to generation, and that has passed on to all these peoples, its spirituality and culture, its national values, its enlightenment, its total cultural heritage. 'zligidir. For this reason, it is important to study and analyze the linguistic riches of each nation in the language of written monuments.

It is known that everyone who is considered to be an intelligent and cultured child of this nation, first of all, must know the seven ancestors who lived there, the genealogy of their ancestors, national-cultural, religious values, customs and traditions. This requires knowledge of the sacred sites known by the names of a particular nation, tribe, or clan, as well as the necronyms and ethnonecronyms, ethnonyms, and ethnotoponyms formed on their basis.

The study of ethnonyms, ethnotoponyms and necronyms is even more important at a time when the country is making great efforts to revive national historical traditions and popularize our lifelong traditions.

Language as an instrument of social communication is inextricably linked with the history of society, because every change that takes place in society leaves its mark on its language. That is why linguistic materials help to cover certain aspects of the history of society, where historical documents and written monuments are weak. At the same time, it is not enough to interpret certain linguistic factors without relying on historical materials. This shows how the history of society is related to the language of that society and the science of history that studies them¹.

Scholars have long been interested in the in-depth study of names, in particular place names, tribal names, their generalization, taxonomy, and inference. According to ancient written sources, in the middle of the millennium BC in Central Asia there were place names such as Khorezm, Sughd, Bactria, Parthia, and the peoples living there were called Scythians, Saks, Massagets. , Reflected in sources written by Torg Pompey, Xenophon, Ctesias, Arrian, Strabo.

The expansion of onomastic research in Uzbek linguistics has led to the development, formation and development of this scientific field. He has defended his doctoral and master's theses on the study of Uzbek names and toponyms, published dozens of monographs, collections and pamphlets, and many articles. All this indicates that Uzbek onomastics is a unique scientific field of linguistics. After the independence of Uzbekistan, the attitude to famous names, toponyms and ethnonyms has changed radically. Now these names are respected and studied not only as linguistic material, but also as a rare heritage of the people's history, culture and spirituality. As a result, the field of study of Uzbek onomastics has expanded and gained prestige. The emergence of Uzbek nomenclature and its formation as a modern scientific field has led to the creation of a unique scientific terminology in this field, as well as its development and improvement. On the

basis of sources on the names of Turkic tribes and clans, as well as other ethnic groups living in Central Asia in the past, to study the information on the names of some places in Uzbekistan, to pay attention to the spelling, ethnonyms Etymological analysis works in the historical works of Abu Rayhan Beruni, Mahmud Kashgari's "Devonu lug'otit-turk", Abulgazi Bahodirkhan's "Shajarai turk", Narshahi's "History of Bukhara", Alisher Navoi's prose and poetry, Zahiriddin Muhammad Babur's "Boburnoma" », As well as in Persian sources "Abulkhayrnama", "Abdullanoma", "History of Muqumkhan", "History of Salotin mang'itta", "History of Abulfayzkhan", as well as in the offices of Khiva, Bukhara, Kokand khanates. preserved in the documents. These works are an important source for studying the names of Uzbek nations and tribes, as well as place names based on them.

Mahmud Kashgari's Devonu lug'otit-turk is also an encyclopedic source that contains a rich ethnolinguistic information about the origin of Turkic tribal terms. It is no exaggeration to say that his work is literally a dictionary of place names. In addition to the well-known names on the world map attached to it, there are many small names on the wall, as well as geographical and etymological explanations. When Kashgari set out to compile a dictionary of Turkic languages, he unknowingly set the stage for linguistic expeditions. He writes about it: "I have traveled for many years in the cities, villages and pastures of the Turks, Turkmens, Oguzs, Chigils, Yaghmas, Kyrgyz, collected dictionaries, various I have studied and determined the properties of words" ¹. Kashgari's small hemisphere map, which he attached to Devon, is still important today for the study of toponyms and ethnonyms. The scientist identified the distribution of tribes and clans and began research in the field of area linguistics, which is now one of the most promising areas of linguistics.

Devonu lug'otit turk mentions many names of peoples, tribes and ethnonyms. Mahmud Kashgari in the main part of his "Devonu lug'otit turk" talks about the Turkic tribes: bajanak, kipchak, oguz, yamak, bashgirt, basmil, kai, yabaku, tatar, kyrgyz, chigil, tuxsi, yagma, igroq, janiq, jumul, uyghur, tangut, xtoy; In the dictionary part of the book, kenjak, argu, kayig, bayot, chigay (chig'an), sugdoq, uch, qarluq, ogroq, kucha, bulaq, xalach, aramut, turkmen, qiniq, also mentioned ethnonyms such as salgur.

T. Rakhmatov writes about the reasons for the emergence of toponyms related to ethnonyms: "My ethnonym is transferred to my toponym in three cases. First, the geographical object is unique in the area and is called an ethnonym. Second, the name of the place will be the substrate. Third, the relative name of a geographical object becomes a nickname for another object in the immediate vicinity." In his research, the scientist did not actively use the term ethnotoponym, but only the phrase "place names made of ethnonyms." According to him, ethnotoponymy is not very characteristic of linguistics and nomenclature. They are just names of places that later appeared on the basis of ethnonyms.

Research on Uzbek ethnonymy and toponymy has been particularly fruitful during the years of independence. The determination of our national values and the return to identity have turned the field of toponymy of linguistics into a whole new core. Candidate's and doctoral dissertations on toponyms, in particular, ethnotoponyms were defended, but their monographic study was carried out by A. Otajonova "Khorezm ethnotoponyms and their lexical bases" ¹, A. Turobov "Analysis of ethnonyms and ethnoiconyms of Samarkand region" ², K. Markaev's dissertation on "Analysis of ethnonyms of the Uzbek language" ³. The main purpose of this work is to study the ethnonyms found in the south-western regions of the Republic of Uzbekistan, as well as

ethnotoponyms created on this basis. In particular, A. Otajonova in her research under the headings "Types of ethnonyms and ethnotoponyms according to the motives of their formation", "Phonetic and grammatical features of ethnonyms and ethnotoponyms", "Formation of ethnonyms and ethnotoponyms" equally analyzed ethnonyms and ethnotoponyms. A. Turobov's researches also analyzed ethnonyms and ethnoiconyms together.

It is known that Uzbek ethnonymy is an integral part of Turkic ethnonyms. It is natural that names related to Uzbek tribes and clans and their branches are often found in the ethnic composition of Turkic peoples. This, in turn, created similar and repetitive parallel names in the system of ethnonymy of the Turkic peoples. For this reason, the area-linguistic study of the distribution of the names of a number of tribes and clans is important in the study of Uzbek ethnonyms and ethnotoponyms.

What is a tribe? A tribe is a type of ethnic unity and social organization in a classless society. The members of the tribe are related to each other and are divided into clans and other small groups. The members of the tribe lived in a common area with a certain unity and economic unity. That is, they hunted as a team, helped each other, and spoke the same language (sheva). At a certain stage in the development of society, tribes unite to form a nation. Remains of tribalism can also be preserved in class society and merged with slavery, feudal and capitalist relations.

Thus, a nation is a linguistic, territorial, economic, and cultural unit that precedes a nation. Ethnic tribes began to form during the formation of tribal alliances. Ethnic groups are usually made up of several tribes with the same origin and language, or tribes that have been mixed and conquered by one another. In the process of ethnic formation, as the connections between certain groups of the lineage increase, the language of the most numerous and most advanced ethnic component becomes the common language of the ethnic group; the rest of other tribes become shevas or sometimes disappear altogether. In this way, the territorial, cultural and economic unity of your people, which is called by a common name, is formed.

A nation is a stable historical unit of a person. It is a common economic life and language. territorial unity is a form of social development based on the specificity of culture, consciousness, and psychology. A nation is made up of blood relatives and non-brothers, tribes and nations. The economic and political unification of nations leads to the emergence of a single national language based on the convergence of the written literary language of the peoples and the spoken language of the people. The Sheva language is gradually being replaced by the national language.

The Uzbek people began to form from different tribes and clans in the early Middle Ages. Barlos, who was part of the Uzbeks before the October coup. nayman. tribes such as palaces and bells, in turn. a few loops. lyre, horn, generation, tribe. Each section has its own norm. Ethnonyms are the names of the ball, the ball, the horn, the tira, the community, the class, the generation, the tribe, the clan, the tribe, the people, the people, the nation. My ethnonym is made up of the Greek words einos - "people" and onim - "name". The set of ethnonyms is called ethnonymy, and the science that studies ethnonyms is called ethnonymy.

Ethnonyms are still unexplored fields of ethnonymy, ethnography, history, and linguistics, which greatly contribute to a deeper analysis of the ethnogenesis of peoples and nations. Large and small, each district has its own unique place names that differ from other district toponyms. Ethnonyms play an important role in Uzbekistan.

Following the law of relative negativity, VA Nikonov writes that ethnotoponyms do not exist in any part of the territory inhabited by any nation or people, but only in the outskirts of the territory, that is, in the border zone where two peoples live together. For example, in Russia Russkie Liryagi - Mordovskie Lipyagi - Chuvashskie Lipyagi; Russkiy Brod - Tatarskiy Brod; Russkaya Konorelka - Cherkasskaya Konorelka; A pair of names, such as Russkie Porechnoe - Cherkasskoe Porechnoe, originated in an area where a second ethnic group lived with the Russians. Some historical ethnotoponyms are very rare in the central part of Russia, where the tribes and clans are already extinct and inhabited mainly by Russians.

The same cannot be said about the ethnotoponymy of Uzbekistan. Because the remains of the seed existed here until recently, and the village where each seed or its branches lived was named after that seed or branch. Sources say there are 92 Uzbek tribes. In addition, each seed is subdivided into smaller groups. According to ethnographer K. Shoniyozov, a single bell seed is divided into more than 200 small horns - balls. Thus, the Uzbek nation is made up of different tribes and clans.

Among these tribes, the Turkic tribe lived in the Khanakadarya basin, in the upper reaches of the Kofirnihor, in the valleys of the Kizilsuv and Yakhsu rivers and along their tributaries, in the Karadarya valley, in the upper and middle reaches of the Surkhandarya, near Bukhara along the Shahrud canal, in the foothills of Samarkand and Most of the Turks lived in Khojaabad and Marhamat districts of Andijan region, in Aravan district of Osh region, around Uratapa, on the banks of the Uradarya in the Kashkadarya valley, in the mountains around Sherabaddarya. Many of the Movarounnahr Turks were Qarluqs.

They are on the banks of the Surkhandarya, on the banks of the Karatagdarya, in the valleys of Kofirni khan, Vakhsh, at the head of Yovonsnv, between Vakhsh and Kyzyl-snv. They lived in the Kulyab valley and on the right bank of the Panj River, in the lower reaches of the Kashkadarya, in the lower reaches of the Zarafshan (along the Shahmd canal).

Barlos lived in the Karatagdarya valley, in some parts of the Surkhandarya valley, in the headwaters of the Kashkadarya, in the Shakhrisabz airaf. In addition, the Barlos lived in the Qoratepa, Mogiyon, Farob, Panjakent volos, Nurata and Molguzar mountains of the former Samarkand district in the Zarafshan valley, and in the foothills of the Turkestan mountains.

The Kaltatoys lived in the upper and middle reaches of the Surkhandarya, on the slopes of the Nurata and Molguzar mountains, in the foothills of the Turkestan Mountains, and around the city of Kitab in the Kashkadarya Valley. Musabozors lived in the Gissar valley, on the northern slopes of the Gissar mountains (in the basins of Khanakadarya and Koyatogdarya), around the villages of Farob, Denov, Sumsar on the headwaters of the Kashkadarya, and below them - near the village of Miraki. The Mongols were fewer and settled in the Jilgasay valley, near the village of Chubak on the right bank of the Panj River. In the Gissar valley, and in some parts of South Turkestan, Mongol villages can be found here and there. Most of the Mongols are also in northern Afghanistan. The bells lived on the banks of the Amudarya, in the valleys of Kashkadarya and Surkhandarya. In Jizzakh, Kattakurgan, Samarkand, Bukhara and Karakol oases there are also isolated bell seeds. The Mangits lived mainly in the Zarafshan valley, partly in the Khiva khanate, then in the Karshi oasis, as well as on the left bank of the Amudarya near Charjoi. Mangit is divided into several large and small seeds. Largest seeds: white mango, black mango, hungry mango, semi-mango, bay mango. In addition, there are iron, isoboy, gavlak, kosa,

toz, qarabayir, baqirchi, kula, tamgali mangit. Kazakh, twelve, chokay, gala-batyr, beshkal, chobakchak, in, uvolay and other seeds are also rich. The Naimans settled mainly in the Zarafshan valley, around Jizzakh, Kattakurgan, Samarkand, as well as in the Bukhara and Karmana oases; There were also a small number of Naimans in the Khiva oasis and the Fergana Valley.

By the end of the 19th century, the Naymans consisted of three large tribes. These are double, sadirbek and uvoh-tamgali. In addition, the Nayman tribe agran, ayranchi, badir, biya, bogonali, boltali, buqalay, burunsov, jagalbayli, jastavon, jilonli (snake), jumalak-bash, altyiogi !, oqto nli, polotchi, segizuruv, sarinayman, quadruple (quadruple), quadruped, urguch, ukrash, changali, chomichii, gooseberry, blackberry, blackberry, blackberry, crow It is also divided into branches such as ali, kiltamgali, koltamgali.

The Saray tribe lived in Bukhara, Karmana, Gijduvan, Kattakurgan, Sa-inarkand and Jizzakh, Karshi. He lived in the Shahrisabz oasis, partly in the Fergana Valley. The palaces were divided into several large and small tribes: Azsaroy, Qi Pchaksaray, Kyrgyzsaroy, Kungradsaroy, Magarsaray, Karabogsaroy, Naymansaroy and others. Each of these is further subdivided into several clans. The Kenagas lived mainly in the Shakhrisabz, Bukhara, Karmana, Denau oases, and the Lakays in the Kofirnihon, Vakhsh, and Kizilsuv basins. Kenagas do not open, kirey, abak kirey, ovakli, tarakly, chuyut, kayri soli and other small tribes and clans; and the lakais are divided into the bolakiar, the esonhoja, the cucumber, the holiday, and the tortovul. The settlers settled in a large area - in the districts of the Fergana Valley between the cities of Namangan and Kokand. Most of the victims lived on the eastern slopes of the Kohilang Mountains, in the Sherabaddarya basin, on the right bank of the Surkhandarya River, in the foothills of the Vakhsh River, on the right bank of the Panj, and in the Yahsu Valley. In the Kashkadarya basin, in the foothills of Zarafshan, near Bukhara and Karmana. There are also many refugees in northern Afghanistan. The Kipchaks settled in the districts between Samarkand and Kattakurgan, on the right bank of the Amu Darya, in the north-eastern and north-western parts of the Fergana Valley. The teams were stationed in the Ahangaron basin, between Andijan and Namangan.

This is the "geography" of the great Uzbek tribe. In addition, there are many seeds in different parts of Uzbekistan, such as forty, hundred, thousand, double, hoofed, gourd, kangli, dormon, yurchi, chimboy, mitan.

The whereabouts of the Uzbeks are described in general terms. As mentioned above, each seed is further subdivided into several smaller groups. The Unig tribes are so complex that it is almost impossible to have only one Unig in a large area. The fact that the Ummah lived in such a mixture is reflected in the toponymy.

Famous horses, created on the basis of the names of tribes and their branches, tribes, peoples, nations, form a large group of toponyms and are called ethnotoponyms in linguistics. The study of the system of famous horses on the basis of ethnotoponymic materials in solving some important issues of the history of the Uzbek language, historical lexicology, grammar, as well as the history of ethnic origin, lineage, customs, life of the Uzbek people style and its coverage of cultural and economic relations with other peoples. In fact, the study of ethnotoponyms from a linguistic point of view allows to clarify and supplement not only linguistics, but also such disciplines as history, ethnography, archeology, geography.

Research shows that nations are formed by the convergence of several ethnic groups, not just one. Therefore, ethnogenetic problems can be solved on a scientific basis only if it is recognized that the ethnic composition of each nation is complex. Interethnic relations are a continuous process that covers all spheres of life, and no nation in the world can develop on its own without interacting with other nations. On this basis, it is safe to say that ethnonyms in the territory of Uzbekistan have been formed and developed over time.

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THE CAUSES OF FAMINE IN 1917-1919 YEARS IN THE FERGHANA VALLEY

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ABSTRACT

In this article analyzed the sources concerning the problems of famine and food scarcity in Ferghana valley during 1917-1919 years. It also provides a detailed review of Establishmen Soviet rule in the Ferghana Valley and the political situation in the valley. The events organized by Soviet government in the economic sphere and their consequences, the causes of famine in 1917-1919. The issue of eradicating illiteracy in Uzbekistan has been studied in the historiography of the Soviet period within the framework of one-sided, dominant ideological models. We could only tell them that there was no bread, that the provincial food department could only send grain. However, not a single package of bread has been distributed to the Sart (local population) districts for two days. The Food Committee of the Turkestan Province considered the question of the tea shortage at its meeting of January 12, 1918. According to the person in charge of tea delivery, "Tea consumption in Turkestan used to be 16 million pounds a year.

KEYWORDS: *Ferghana Valley, Famine, Causes Of Famine, First World War, Archive Sources, Soviet Period, Economic Policy, The Problem Of Food, Turkestan ASSR.*

INTRODUCTION

The early twentieth centuries are characterized by the riches of violent events both around the world and in Turkestan. Like as the establishment of the Soviet government in the region, National Struggle against Soviet government, bad economic situation. Many studies have been carried out in the history of historic to independence in the period of this period, and almost all of which are covered on the basis of the ideological requirements of that period. In addition, some problems of this stage have been ignored by historians. One such problem is the topic between 1917-1919 in the Ferghana Valley. The Soviet era in history of the twentieth century has done many studies on Volga and famine in Kazakhstan and publications. But terrifying and scale there is no integrity research on famine in the Ferghana Valley, which is not immune to them. That is why the authors have chosen the economic situation and famine in the Ferghana Valley as an object of research facility of 1917-1919 y.y. The relevance of the topic is also based on the problem that this problem requires a deep scientific and objective study based on the requirements of our day.

Methods and level of study

The article follows the principles of comparative analysis, historical, logical, structural, statistical analysis of scientific knowledge. The issue of eradicating illiteracy in Uzbekistan has been studied in the historiography of the Soviet period within the framework of one-sided, dominant ideological models. Research conducted during the years of independence has partially covered some aspects of the issue. These studies examine the work of eradicating illiteracy among the general public as part of the "food policy of the Soviet government" in the early stages of "socialist" construction. However, it can be said that the work to eradicate illiteracy among adults was organized as a campaign independent of the Soviet economic system, and this campaign, in turn, served a specific purpose.

Research results. As the main results of the study, issues can be seen in 1917-1919 with the uniqueness of the economic situation in the Ferghana Valley, the solution of the economy, the solution of food problems, as well as in-depth scientific analysis and objective coverage:

Establishment in the Ferghana Valley, of Soviet rule and the political situation in the valley.

- The events organized by Soviet government in the economic sphere and their consequences.
- The causes of famine in 1917-1919.
- In the fight against the famine of national leaders activity.
- Measures to solve economic problems and their results.
- The termination of famine and its consequences.

The First World War, the whole empire and its parties, as a result of the 1917 incidents in Petrograd, remained in the vire of the rival. As a result, it was possible not only a political but also economic crisis. The entire region was the most terrible threat to the ball. It was the famine, the problem of famine in 1917-1919 and the food of the food is manifested in the most dense Ferghana Valley in the Ferghana Valley. So what were the reasons for such a terrible famine? Why did the famine stretch the horrible paw to the country of Turkestan?

It is known that after the Turkestan region was invaded by the Russian empire, the region was made raw materials for metropolistic plants. In order to achieve this goal, one of the main species of the country is expanded to grow cotton. At the center of the textile industry, the rapid development of the textile industry led to the further increase in the labor for cotton and rapidly expand cotton plantations in Turkestan. In order to transport cotton raw cotton in the country, we can see that the construction of Orenburg and Cazi Railages will escalate and transport cotton in the center as a result of the cotton growing and the grown harvest. In particular, according to 1914, the transportation of cotton was 10% of the total turnover on these railways.

The farmers of Turkestan, in particular the Ferghana Valley, have been forced to come to the cotton fields in order to feed a family. Fertile lands of Ferghana, artificial irrigation and developed agriculture will lead to an incredible expansion of cotton growing. In 1913, cotton was planted in 1913 in the Ferghana Valley, 303,150 hektar in 1914, and in 19125 hektar, 348.525 hektar l and. In order to add to 50% of the total crop area in Ferghana region, cotton in 47 existing sowns in Ferghana region was 50% of the total arena in Ferghana region, in 40%, and 70% in the remaining 23 districts [1]. As a result, other crops, especially cereals, especially the population's main source of subsistence, are enshrined in the dependence of the valley to import grain. The hardworking population of the cotton fields remained severely in force.

In addition, as a result of expansion of cotton growing cereals and fodder areas, it created a shortage of bread and fodder in Turkestan. As an example, if the cereals were reduced from 194325 hektar compared to 1907, cotton fields were expanded to 336525 hektar in 199944 hektar during the period compared to 1907. Therefore, the import from abroad, in turn, is 34,300 tons in 1908 and 225,238 tons in 1914y.

As the beginning of I World War the Russian Empire was not ready for war. The Transport and Food Crisis, which began on the territory of the empire, also began to influence Turkestan. As a result of the crisis, the car has shrunk to bring grain to the country, and later stopped.

According to sources of archives, the Ferghana Valley alone is brought in 19 million 202,000 peats. Apparently, the fate of the valleys remained dependent on the grain from which is imported. By mid-1916, the Ferghana Valley began to reduce grain, the North Caucasus and Siberian, from the mains of 1916.

In addition, the drought, which occurred in the summer of 1916, made the existing cause of the killing of the majority of the harvest. The situation is accustomed to adding how sad it is possible to cite prices for grain in those years. For example, in 1914, 1914 was 1.5 rubles of grain, which rated 47 rubles by 1917y.

As a result of the reduction in the reduction in fodder cultivation in the field of livestock and the sharp decline in importance, a role in the number of livestock. -What deficit has led to the mass constant destruction of livestock. This condition significantly aggravated the situation of nomadic farms.

Despite the existing difficult situation during the First World War I, the Tsar government and its representatives in Turkestan escalated further. In particular, as reported Turkestan General-governor Kuropatkin to Russian emperor, Cotton, 30,000 pounds of cotton oil, 474 thousand pounds of cotton, 70,000 heads, 12737 heads of camels were removed from Turkestan. Determined, in addition, 2.4 million rubles were collected from the population.

As a result of the coldest in the winter of 1917, the almost death of grain harvest has aggravated the situation. Ferghana has started threatening to risk. In such a difficult situation, after the February 1917 revolution, the Temporary government, which came to power in the country, showed the illiterate of the Turkestan Committee. In the fight against the growing-growing famine in Turkestan, they were not allowed to send telegrams to the center.

In particular, on April 25, Kadet Shepkin, Chairman of the Turkestan Committee, wrote to the Temporary government "The situation of food in Turkestan is miserable....We have not any food for May. I require immediately to send food to the multiplied amount for May" [2].

We can see the same situation in the activities of the Temporary government in the Ferghana Valley. In particular, the brief telegram No. 15289 of the Ferghana regional food committee sent to Petrograd on September 5, 1917, described the situation in the valley: "There is famine in Ferghana. There are no grain and flour products in the warehouses" [3]. Considering that in those years there were 120,000 people in Kokand and 400,000 in Kokand district, it is not difficult to imagine how serious the situation was.

The telegram of the Kokand city food committee to the food committee of the Ferghana region on October 21, 1917, asking for food for the population of the city, contains the following information: "Yesterday, about 500 locals came to the Food Committee building to ask for bread and more. We could only tell them that there was no bread, that the provincial food department could only send grain. However, not a single package of bread has been distributed to the Sart (local population) districts for two days. We get only 12-15 wagons of grain a month to provide the city and county population of 500,000 people. In such a situation, our committee has no choice but to grieve and weep together for the plight of the townspeople. However, we hope that the regional food department will send bread" [4]. According to the information, the population of Kokand was starving in the autumn of 1917 y.

The general crisis in the existing farms in Turkestan has led to a sharp decline in arable land throughout the region. In particular, the area under cotton decreased from 533.7 thousand decares in 1916 to 416 thousand decares in 1917, and the area under food and fodder decreased from 2668 761 decares in 1915 to 1893037 decades in 1917.

In Turkestan, whose fate depended on imported grain, the bread shortage was a tragedy in 1917, reaching 60 million pounds [5]. As a result, it was natural that per capita consumption of bread and bakery products in the region would fall sharply.

Compared to the pre-war years, the price of bread in the country has risen by 1013%. In the Ferghana Valley, for example, in 1916 a pound of wheat cost 50 rubles, and by 1917 its price had risen to 35 rubles. Its price, in turn, increased 9 times to 20 times.

From the above data, it can be seen that from July 1917 to June 1, 1918, only 1,232,449 pounds of grain were imported to Ferghana. However, the annual demand of Ferghana region is 28 million pounds.

The Bolsheviks, who seized power as a result of the October coup, made serious mistakes in economic policy in the first period, which aggravated the current situation. In particular, the ban on free trade in grain in the Turkestan region from January 21, 1918, "On the confiscation of cotton fiber and raw cotton" published on February 28, 1918 in the 37th issue of "Nasha Gazeta" by the chairman of the Turkestan Soviet government F. Kolesov. In the words of the military historian D.Zuev: "There was a thunderstorm in the sky of Ferghana". According to the decree, 3.14 million pounds of cotton fiber, 6 million pounds of raw cotton, 600,000 pounds of cottonseed oil, 4 million pounds of seeds, and 1.1 million pounds of kunjara (cotton cake) passed to the Soviets free of charge. Among them is 3 million

pounds of cotton delivered to ginneries in the Ferghana Valley. As a result, farmers did not receive a penny for the cotton delivered to the factories and lost their last source of livelihood [6].

The Soviet government in Turkestan tried to take a number of measures to overcome the difficult situation. In particular, in accordance with the Decree of January 23, 1918, the Provincial Food Committee was abolished and replaced by the Food Department under the Council of People's Commissars of the Turkestan Province and its regional organizations.

The Ferghana Valley also has a number of food processing enterprises, one of which is the Ferghana Procurement Bureau, headed by V. Chaikin, a representative of the Temporary Government and a member of the Workers' Party. The Ferghana Bureau, set up by V. Chaikin, transfers at its own expense 20 million rubles and various goods worth 10 million rubles from the People's Commissariat of Food of the RSFSR for the purchase of food for the Ferghana Valley [7].

We can see in the newspapers and leaders of that time that the Far Bureau and its representatives used the money received for food for other purposes. In particular, for Turkestan, grain producers in Siberia and Aktobe say that the activities of the Ferghana Bureau are dubious and work for other purposes. Another article published in the *Nasha Gazeta* on May 28, 1918, states that V. Chaikin abused his position and declared himself the leader of Turkestan in the field of food and manufacturing.

Even V. Lyapin, the Food Commissioner of Turkestan, went so far as to complain to the Center about the activities of the Ferghana Bureau. On May 15, 1918, the Omsk Regional Council, where the Ferghana Bureau operated, found that Chaikin was not sending the grain to Turkestan, and confiscated the Ferghana Bureau's funds and banned its activities in Siberia.

In addition, in the winter of 1917-1918, the situation with tea shortages worsened. The Food Committee of the Turkestan Province considered the question of the tea shortage at its meeting of January 12, 1918. According to the person in charge of tea delivery, "Tea consumption in Turkestan used to be 16 million pounds a year. In 1917, about 8 million pounds of tea was imported. As of January 1, 1918, the country's tea reserves amounted to £ 1 million. No tea was shipped from Vladivostok in December. In order to alleviate the tea shortage, at the end of January, 1,820 pounds of green tea were first imported from Moscow, and then another 20,000 pounds [8].

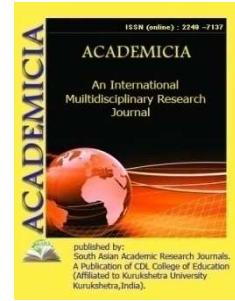
In addition, the Turkestan representative for foreign trade also bought 5,000 pounds of Afghan green tea from Bukhara markets, while Samarkand began producing tea made from dried fruits [9].

In conclusion, the whole region was left in all the horrors of famine. This, in turn, has exacerbated the famine in the Ferghana Valley. In particular, as a result of the fact that the residents of the city of Kokand and the district lived in those days with the roots of kunjara and various plants, thousands of people began to die. Unfortunately, it was not possible to fully study how much of the population of Kokand died of starvation during 1917-1919. This is due to the fact that at that time the valley was the site of military operations and the archival documents on the problem were almost not preserved.

But the 1920 census can shed some light on the issue. According to him, 426,480 people lived in Kokand city and district. It can be seen that a comparison of this figure with the above data shows that between 1917 and 1919, the population of Kokand and the surrounding districts decreased by 100,000 people [10]. Most of the losses are the result of terrible famine.

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TOOLS FOR DEVELOPING WIT SKILLS IN PRIMARY SCHOOL PUPILS

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ABSTRACT

The article discusses the features of the development of wit skills among primary school students. This paper also presents a number of exercises aimed at improving the quality of the wit of elementary school students. Examples of exercises in which children have to compare, observe, contrast, draw conclusions are given. All exercises for attention lead to the development of stability of attention, which naturally affects the activation of the cognitive activity of students, the assimilation of knowledge, and the formulation of skills.

KEYWORDS: *Attention Development, Junior Schoolchildren, Mathematics Lesson, Properties Of Attention, Wit.*

INTRODUCTION

Primary education is aimed at shaping the student's personality, developing his individual abilities, positive motivation and skills in educational activities (mastering reading, writing, counting).

The success of a student is not only an objective indicator of high results of cognitive activity, not only a positive assessment of the teacher, but also a positive self-esteem and self-awareness of the child himself, this is fully consistent with the system of separately parallel education.

For the successful teaching of junior schoolchildren, it is necessary for them to develop at the proper level such mental processes as memory and wit.

Wit can be called a special and rare gift, but one should not think that only a select few have access to it. In fact, this ability, like many other abilities, can be fully developed for oneself, and

this is done without much effort, although, of course, with a certain amount of perseverance and determination.

Wit is a muscle of a sense of humor, and if it is poorly developed, it is too early to talk about yourself as a joker, humorist, and even more so a comedian. Being witty means being able to break patterns, play with associations, observe people and what is happening and see the comic in it, change the perspective of situations.

In addition, a witty person almost always has a quick, almost instantaneous reaction, because the joke that is said to the right place and on time is good. If there is no such reaction, even the funniest jokes lose their strength and sharpness.

In addition, wit makes a person more interesting for other people, turns him into the soul of the company and a magnet for those around him, makes him more attractive for the opposite sex. So the development of wit carries a lot of positive aspects related to humor and not only.

First, we will look at the basic guidelines for developing mental acuity:

To always have the opportunity to show off your mind, expand your horizons, learn to joke while watching other people, read more useful thematic literature, for example, books by such masters of words as Nasriddin Afandi, Pakhlavon Mahmud and others.

For the development of wit, it is useful to look for hidden properties of phenomena, objects, people and situations that are not striking. Learning to compare the disparate, you will learn to joke and cool.

Try to avoid trivial phenomena. Remember that wit is about the absence of clichés and clichés. Stay in search of new words and associations, mix up dissimilar terms, low and high, formal and familiar, bureaucratic and romantic, etc.

To enhance the effect of comparisons, bring concepts and phrases to the point of absurdity, because in wit, as, for example, in cartoons, it is quite possible to use exaggeration (hyperbole).

Don't trust spontaneous improvisation. Professional and experienced humorists say that a high-quality and effective impromptu must be prepared

Therefore, collect phrases, sayings, jokes and comparisons and repeat them regularly so that you can always be able to apply them in a conversation.

Cultivate a humorous attitude towards life. Even the most difficult problems and situations can be perceived with a smile. Humor helps to bypass scrapes and resolve them much faster and better.

Excessive seriousness, on the other hand, stiffens and makes it difficult to solve problems.

Sense of humor includes different creative abilities. Even Z. Freud (1999) wrote that the sharpness is created (the work of wit), and the comic is found.

A. N. Luk (1977), introducing the concept of "sense of the comic", divided it into "wit" and "sense of humor." Wit is the ability to discover patterns and connections where, at first glance, there are no such connections. It has more to do with the intellectual realm.

Wit is about generating humor. A sense of humor is the desire to find the ridiculous and funny in everyday surroundings. It is more connected with the emotional sphere, although it certainly

requires an understanding of humor, that is, it is also associated with the intellect. Wit and a sense of humor are shared by such scholars as S. Metcalfe and R. Philible (1997), introducing the terms "humorobics" - to make funny (wit) and "humoroptics" - to see funny (feeling humor). It has been shown that there is only weak or no connection between wit and sense of humor (Babad, 1974; Kohler, Ruch, 1996; Koppel, Sechrest, 1970). This suggests that people who are capable of creating humor do not necessarily enjoy other people's jokes, cartoons, etc.

A sense of humor is a complex creative personality trait, an "aesthetic symbiosis" of emotional, intellectual, existential qualities. A sense of humor is associated with such qualities as intuition, dialectic, metaphorical, paradoxical thinking, manifested in unexpected comparisons, distant associations, such as reconstruction of stereotypical models, the ability to see contradictions, improvisation, ambivalence of feelings, the ability to decentrate and empathy.

What gives the right to consider the "sense of the comic" as a creative ability?

Analyzing the techniques of wit, A. N. Luk came to the conclusion that they have in common going beyond the limits of formal logic. In addition, a witty thought arises as an unexpected juxtaposition of two or more distant phenomena, objects or ideas. At the same time, A. N. Luk introduces the concepts of comic and non-comic wit and, on this basis, emphasizes the importance of wit (in fact, the originality of a solution) in scientific thinking.

T.V. Ivanova (2002) made a direct comparison of the level of creativity (figured form of P. Torrens) and wit. As a result, a positive correlation was revealed between such an indicator of creativity as originality and wit ($r = 0.43$, $p < 0.05$).

No connection was found between wit and the indicator of creativity "elaboration".

Wit, resourcefulness in speech is the ability to quickly answer a question, find the necessary words, phrases and expressions.

If this is so, then the ability to be resourceful, witty should be taught from an early age, from elementary grades. We know that elements of oral folk art are widely used to develop students' speech, enrich their vocabulary: riddles, proverbs, sayings, tongue twisters. Indeed, as the experience of life shows, these funds are invaluable and important. These include counting rhymes and a competition in wit, which are an important element of the upbringing system, which must be used in work with students, which has a great effect in education. In the learning process, when using these games, great skill is required on the part of the teacher and therefore it is necessary:

1. When using games during the educational process, the teacher must have certain scientific and practical knowledge and skills.
2. It is necessary to take into account the individual characteristics of each student when using games during lessons.
3. Knowing when, where and in what situation to use games.
4. When using these games, it is necessary to link to the objects of the properties that are studied and explained.

So, what is the game of "sanama" - a rhyme-match in wit?

"Sanama" is a child's play an integral element of the spiritual heritage, which is, respectively, among the Russians as a "rhyme", among the Tajiks "Shumurak", among the Turkmen "sanovoch", among the Tatars "spanashu", among the Uzbeks "sanama".

Readers are considered to be a collection of various games and are performed impromptu in a loud voice.

For example:

Ten, twenty, thirty, forty,

Fifty, sixty, seventy, Eighty, ninety, one hundred.

The most beautiful girl is one hundred.

As you can see from the example, in the process of playing, children overcome difficulties with the knowledge of numbers in decimal terms up to a hundred, where in the form of affectionate expressions "White-faced beauty is like a hundred years old", gives special content to what is happening. Such games, which are creatively reworked and filled with new content in the learning process, in the form of a "dispute", dividing students into groups, you can achieve greater assimilation of the material in the lesson:

Ten, twenty, thirty, forty,

Fifty, sixty, seventy,

Eighty, ninety, one hundred.

Who will be the winner?

You or us.

These games can be used at any stage of the lesson, counting rhymes are the starting, organizing moment of the lesson, that is, they can be used:

- before the start of the lesson;
- before fixing the passed topic;
- to consolidate a new topic;
- before performing practical tasks.

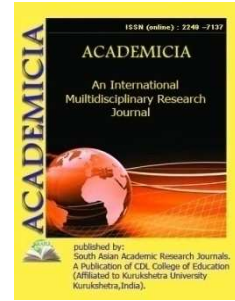
Creatively redesigned counting rhymes help to cheer up students, save time preparing for the lesson, help increase attention to the lesson and, most importantly, there is motivation for the lesson. This leads to the successful assimilation of the educational material by students, is the foundation for the formation of the skills of wit and wit.

This game gives a noticeable effect in the process of teaching primary grades, contributes to the development of students' speech, activates interest in learning, reveals the creative potential of everyone.

In general, children's games in whatever form they are, contribute to the development of the creative potential of students, activates them, and allows each of them to self-manifest, that is, to show as much as possible what the student is capable of as a person.

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FORMATION OF COMMUNICATIVE COMPETENCIES IN STUDENTS

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ABSTRACT

The article is devoted to a topical problem today, its relevance is due to the need of a person to be sociable and the need of society, which wants to see exactly a competitive person who is inclined to cooperate. In the modern business world, there is a lack of communication skills among graduates of educational institutions.

KEYWORDS: *Communicative Competence, Innovative Technologies, All-Round Personality Development.*

INTRODUCTION

The main task of a modern school is the formation of a competitive linguistic personality, capable of adapting to various social conditions, with a high internal culture and developed communication skills.

The competence-based approach as a result of school education considers not the amount of knowledge acquired by students, but the student's ability to make decisions and act in situations of uncertainty [5].

The key concepts in this approach are “competence” and “competence”. According to A.V. Khutorskiy “competence is some alienated, predetermined requirement for the educational preparation of a student, and competence is his already established personal quality” [6].

In the scientific and methodological literature, various points of view are presented regarding the definition of communicative competence. I.A. Winter considers communicative competence as “the ability of a person to act as a subject of the communicative activity of communication” [1].

The development of a coherent active speech of students means not just the exchange of information, not just speech activity (personal communication), not speech as a process of individual use of language (affective form of speech), but as speech activity with all its inherent characteristics - expression, impact, message, designation ...

Communicative competence is a generalizing communicative property of a person, which includes communicative abilities, knowledge, abilities and skills, sensory and social experience in the field of business communication.

Communicative competence consists of the abilities:

Give a socio-psychological forecast of the communicative situation in which you have to communicate;

Social and psychological programming of the communication process, based on the originality of the communicative situation;

To carry out social and psychological control of communication processes in a communicative situation.

The lack of basic communication skills leads, first of all, to a lot of conflicts in the family, in the team. Therefore, already in elementary school, the main task of the teacher becomes the upbringing of a versatile, educated and communicatively competent personality.

The main sources of acquiring communicative competence are the experience of folk culture, knowledge of the languages of communication used by folk culture, experience of interpersonal communication. And these acquisitions are carried out in the lessons of the native language and literary reading already in elementary school.

Each school enrolls students with different potential and with different levels of accumulated knowledge, skills and abilities. Therefore, one of the tasks of the teacher is the ability to individualize the process of teaching and upbringing, so that each student can work in the lesson with interest, and this is possible, if he does, performs the task within his power. Each stage of the lesson involves the use of a variety of forms, methods and techniques to achieve the goal.

The most interesting and productive tasks are creative ones. So what does creative work give a child? Firstly, the opportunity to express oneself, secondly, the desire to receive new information from various sources, and thirdly, it develops the need for intellectual and cognitive activity. What can the teacher use in the classroom?

In the lessons, it is necessary to focus on the independent work of students, creating problem speech situations. Children with low speech development need to ask questions, create provocative situations that encourage them to speech activity (if it is difficult, to join in joint activities). Offer children creative work, for example, come up with or make up proposals for reference pictures, for a given scheme, for a series of plot pictures. Use didactic materials for students with different learning abilities (puzzles, crosswords, form a word, name a picture, read, write down a word).

Communicative competence has several aspects or components: communication ability, communicative knowledge, communication skills. Communication ability is a person's natural talent for communication, on the one hand, and communicative performance, on the other.

Communicative knowledge - this area also includes knowledge about the degree of development of certain communicative skills.

Possession of communication skills at a high level allows you to effectively interact with other people in various activities. Therefore, it is important to begin the formation of communication skills precisely at the elementary school age for gradual development in the future. Communication is an integral part of any lesson, therefore, the formation of students' communicative skills leads to an increase in the quality of the educational process.

Communication development follows different lines. This is quantitative accumulation (an increase in vocabulary, the volume of utterance) and qualitative changes (pronunciation, the development of coherent speech, understanding of the speech addressed to you). However, the main criterion for the intensity and success of the formation of a communicative personality is the ability to understand, set and solve communicative tasks of different nature. The introduction of a set of specially organized exercises, situations in literary reading lessons contributes to obtaining sustainable positive results.

The best source for replenishing the vocabulary of schoolchildren is undoubtedly literature, classical samples, the speech of intelligent people, teachers in the first place. It is equally important to cleanse the speech of schoolchildren from profanity, dialecticisms, jargon. The situations created in literary reading lessons are aimed at making the child pass through the actions committed by the literary hero, learn to believe, make friends, love, analyze various life situations. This approach ensures the development of the student's speech, teaches us to enter into dialogical disputes about the reincarnation of literary heroes, and provides an excellent opportunity for the development of monologue speech.

To form communication skills means to teach a student to ask questions and clearly formulate answers to them, listen carefully and actively discuss the problems under consideration, comment on the statements of the interlocutors and give them a critical assessment, argue their opinion in a group, as well as the ability to express empathy to the interlocutor, adapt their statements to the possibilities of perception of other participants in communicative communication.

The formation of these skills is seen as a step-by-step process of developing the ability for verbal communication and listening skills in junior schoolchildren. There is a continuity in the formation of communicative competence in children 6-10 years old.

Let us consider the model of the formation of the communicative competence of children when they enter school (preschool level).

The model for the formation of communicative competence in preschoolers is based on the fact that all the qualities and mastered abilities of the child are of a dynamic nature, i.e. not completed and continue to develop.

Early socialization, understood as the process of assimilation by an individual of patterns of behavior, psychological attitudes, social norms and values, knowledge, skills that allow him to function successfully in society, is nothing more than a prerequisite for the formation of communicative competence.

The children have developed the following communication skills:

- interact with peers and adults; participate in joint games, their organization;
- show curiosity; ask questions concerning close and distant objects and phenomena;
- are able to negotiate, take into account the interests of others, restrain their emotions, show benevolent attention to others;
- discuss arising problems, rules in the course of joint activities;
- support a conversation on a topic of interest to them.

The initial stage of school - picks up the child's achievements and develops the potential accumulated by him to the level of understanding and comprehension:

- have the initial skills of working in a pair, group;
- understand the meaning of simple text;
- are able to build simple speech utterances;
- know and can apply the initial methods of searching for information (ask an adult, peer, look in the dictionary);
- are able to ask educational questions;
- know how to listen, accept someone else's point of view, defend their own;
- know how to negotiate.

By the end of primary school, the overwhelming majority of junior schoolchildren have successfully formed the basic communicative competencies:

- are able to plan educational cooperation with the teacher and peers: to determine the goal, functions of the participants, the way of interaction;
- are able to search for information, be critical of it, compare it with information from other sources and existing life experience;
- are able to pose questions for proactive cooperation in the search and collection of information;
- own methods of conflict resolution:

A) identify, identify the problem, find and evaluate alternative ways to resolve the conflict;

B) make decisions and implement them;

- own the methods of managing the partner's behavior: control, correct, evaluate his actions;
- are able to express their thoughts with sufficient completeness and accuracy in accordance with the tasks and conditions of communication;
- own monologue and dialogical forms of speech in accordance with the grammatical and syntactic norms of the native language, accompanied by audiovisual support and the use of ICT tools and instruments.

In order for these communication skills to be formed by the end of the 4th year of study, it is necessary to regularly include students in specially organized situations where he must listen,

without interrupting the interlocutor, read, express his thoughts clearly and clearly, in writing and orally, ask questions for clarification ...

And so, carrying out communication, the student should speak not for the sake of speech itself, but in order for it to have the desired effect.

Communicative competence is one of the fundamental qualities of students, communicative knowledge, skills, skills ensure the effective flow of the communicative process in learning.

Thus, in general, by the end of education in primary school, a basis is created for further successful teaching of oral and written speech in primary school, for the development of communicative qualities. This is significant, since the formation of a personality capable of organizing interpersonal interaction, solving communication problems, ensures its successful adaptation in the modern socio-cultural space.

To be successful, you need to be more communicatively active, socially competent, more adapted to social reality, able to effectively interact and manage communication processes.

Competence and literacy in communication today are one of the success factors in any area of life.

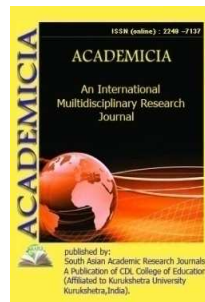
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SOME DIFFICULTIES OF TEACHING SPEAKING A FOREIGN LANGUAGE

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ABSTRACT

When teaching a foreign language, teachers deal with the four skills with much emphasize on productive skills, mainly speaking in order to make the task of communication possible by using the English language in a target situation. Most EFL students face difficulties in learning speaking and have a weak speaking performance. This research discusses the problems and causes perceived by learners of English language in speaking. The prevalent problem faced by students is lack of vocabulary, while being afraid of making mistakes was the prime cause of problem which hinders them to speak.

KEYWORDS: *Productive Skills, Oral Communication, Pronunciation, Grammar, Vocabulary, Fluency.*

INTRODUCTION

Speaking is one of the most important skills in learning a foreign language as it allows us to communicate with others. It is a productive skill that enables the person express his thoughts, feelings and opinion. However, for most foreign language learners speaking in target language is not easy to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Furthermore, language learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange owing to the fact that effective oral communication is called for the speakers to use the language appropriately in various social interactions. This involves not only verbal communication, but also paralinguistic elements of speech such as, pitch, stress, and intonation. In addition, non-linguistic elements of speech such as gestures and body language/posture, facial expression, and so on, may accompany speech to convey messages directly. In other words,

speaking is the most complex and difficult skill to master. There are four components that are generally recognized in analysis of speech process. According to Lado they are as follows: [4:65]

1. *Pronunciation* – the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sound vary and pattern in a language.
2. *Grammar* – it is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that student's ability to manipulate structure and to distinguish appropriate grammatical from inappropriate ones. The unity of grammar also learns the correct way to gain expertise in a language in oral and written form. [2:28]
3. *Vocabulary* – one cannot conduct communication or express their ideas both oral and in written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.
4. *Fluency* – can be defined as the ability to speak fluently and accurately. Fluency includes a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. These signs indicate that speakers do not have spent a lot of time searching for the language items needed to express the message.

MAIN PART

In learning English speaking, some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking cannot correct themselves, therefore, it is needed explanation. According to Ur [8:121] there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue.

1. **Inhibition.** When the students want to say something in the classroom, they are sometimes inhibited. Because, they are worried about making mistakes, fearful of making mistakes and simply shy in speaking English language. Usually, students make mistakes in tenses, active and passive, and vocabulary during speaking. They use the wrong tenses.
2. **Nothing to say.** The students cannot think of anything to say, because learners complain that they cannot remember anything to say and they have no motivation to express themselves in speaking. Learners often have nothing to say, this is probably because their teacher had selected a topic that is not appropriate for them or they do not have enough information about it. Actually, it is very difficult for the students to answer when their teacher asks them to tell things in a foreign language, because they often lack of opinion about what to say and less of vocabulary in their speaking ability.
3. **Low participation.** The participation of the students is low when they speak. In a class with a large numbers of students, each student has very little talking time, because just one student talks at a time and the other students try to hear him/her. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. **More mother tongue use.** The last problem related to the speaking ability is that students usually use mother tongue in speaking activities, because it is easier, and also they feel

exposed if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes – particularly the less disciplined or motivated ones to keep to the target language. There are some reasons why learners use mother tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother tongue is natural for learners.

Psychological Factors. According to Juhana [3:101], there are some psychological factors that are faced by the students in speaking English. They are as follows:

1. *Lack of Motivation.* Motivation is important to notice as it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Motivation can be driven by the teachers, other students, and also their parents. But they usually do not motivate them very well to speak the English language.
2. *Fear of Mistake.* Fear of mistakes in speaking the English language is also one of the big problems that usually students face in speaking. This fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.
3. *Anxiety.* Generally, anxiety refers to a transitory emotional state or condition characterized by feeling tension and apprehension and heightened autonomic nervous system activity, a state that can have negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. Students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with own anxiety states.
4. *Lack of Confidence.* Self-confidence plays a very important role in speaking the English language, if the students do not believe in themselves then they cannot speak the English language. Over a quarter of a million people in the world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. Concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc. sometimes manifested excessively. Good self-confidence comes from a focus on the self-consciousness. Lack of self-confidence can be made-up of several different aspects such as feeling guilty, shy, turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistakes, depression, etc. Depression can actually be a result of a lack of self-confidence. Here are some characteristics of lack of self-confidence:
 - a. A major confidence crisis;
 - b. A lack of faith in themselves to take on new challenges;
 - c. Difficulty of being assertive;

- d. Fear of confrontation;
- e. An extremely low opinion on themselves;
- f. Difficulty in one area such as speaking in social group;
- g. Social phobia.

Lack of self-confidence may bring students into a threat of believing that they are not going to be a good English speaker. It also becomes a great problem which affect students' speaking performance. In shyness, students are not confident of themselves to speak, they are not able to remember the grammar rules and correct vocabulary in speaking the English language.

Linguistic problems. Other problems that may become a barrier for the students to become a good English speaker is the linguistic problems. Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. Generally, linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistic problems are those problems which make students' speaking ability become poor. There are some linguistic problems that affect someone in speaking. Those problems are:

- a) Lack of vocabulary needed to talk
- b) Poor in grammar
- c) Poor in pronunciation.

A. **Vocabulary.** Vocabulary is an individual word or a set of words which have specific meaning. Vocabulary is the knowledge of meanings of words. The words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabulary occur when someone is lack of vocabulary needs to talk and does not know how to combine the words into a good sentence. A great number of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, in real communication most people do not pay much attention to the correct grammar expression, but emphasize the content and how to reply. Students clearly know their mother tongue, but when they have to switch the language itself into target language such as English, they often get confused to combine and use proper vocabularies needed.

B. **Grammar.** Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar becomes difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structure, it is not uncommon to find backsliding occurring with the introduction of new form to the learners' interlanguage. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to overgeneralize the rule and apply it to newly emerging modal verb, thus producing errors such as "She cans speak English". These errors may appear when the students speak since they have not mastered the English grammar.

C. **Pronunciation.** English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native-speaker. A second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native speaker itself. According to Burns [1:37] it is more important that the English speakers can achieve:

1. Intelligibility (the speakers produce sound patterns that are recognizable as English).
2. Comprehensibility (the listener is able to understand the meaning of what is said).
3. Interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say "It's hot today!" as "Is ho day!". This is unlikely to be intelligible because of inaccurate sounds, stress, and patterns. As a result, a listener would not find the speaker comprehensible, because the meaning is not available. Clear communication is essential in communication. The various features that make up the production of sounds in English are:

1. Suprasegmental features: linking, intonation, and word stress;
2. Segmental features: phonemes, consonant, and vowel sounds.

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. It also has close connection to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can at the same time give grammatical information.

Apart from the problems faced by learners of foreign language, teachers are also one of the main contributors to this condition. In most high schools, English classes are teacher-centered and exam-oriented, speaking is usually ignored or abandoned. Students feel frustrated when required to communicate in English, even if they had studied English at upper-intermediate level. This frustration is exacerbated by a majority of teachers who do not take these issues into consideration in the course of their teaching, and this results in increased aggravation, anxiety and frustration among the students. The teacher must know the subject matter well and have a high level of English proficiency in order to successfully teach their students. The English of the teacher must of a high level than the students in the classroom. They need to make the class enjoyable as students generally learn better in a positive learning environment. Teachers cause anxiety because their input in the classroom is only in English, which make students worried and anxious. Moreover, when the teacher corrects language errors in the classroom, it causes some students to feel humiliated or as if they were being punished for their errors.

The attitudes and the likes and dislikes of students are crucial factors in the development of foreign language learning. Rubin & Thompson [9:9] defined attitude as the key to success in language learning. A learner's attitude can also be defined as how they feel about other aspects of the target language, such as the culture and people associated with it. A student who admires the culture and wants to learn about may become more familiar with the target language as a result. There is a clear relationship between attitude and success and a positive attitude will help learners to achieve their goals. Language learners can benefit from a positive attitude, while a

negative attitude may lead to decreased motivation. Teachers also need to be aware of the fact that everyone has both positive and negative attitudes can be changed. Attitudes are internal factors that affect spoken language. An attitude or a set of attitudes can be described as a feeling about somebody or something based on individual experience. A student with positive experiences tends to have a more positive attitude. On the other hand, a student with a negative attitude seems unlikely to study English, which can be related to a failure of learning. Besides, students with positive attitudes can achieve higher scores than those who have negative attitudes. Bad attitude towards learning could create a cycle of demotivation in which the learner experiences difficulty in applying their English skills for the purpose of their communication. A negative attitude could lead to not wanting to practice speaking English. As a result, they become afraid of speaking English, and their ability to communicate in English in real-life situations is limited. Furthermore, students are afraid to consult with their teachers, as they have too much homework and not enough time to practice English in class. If students do not have good attitudes toward language learning, it would be difficult for them to improve their language skills.

CONCLUSION

The productive skills play a vital role in the learning operation since they form an essential part of the communication process in any language. Based on the investigations that have been conducted, the aspects that influence the students' difficulty in speaking are: first language (mother tongue), having no idea, lacking grammar, pronunciation, vocabulary, and confidence. To overcome above mentioned difficulties some efforts can be made such as: taking additional English lessons, listening English songs, practicing reading, writing and speaking English, communicating with foreign citizens via social media, joining English club activities, watching western movies, participating in the conversation competition, replying to short messages in English and posting used English. Hopefully, engaging in these activities may help those who have problems in speaking.

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SOME ANTI-CORRUPTION ISSUES

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ABSTRACT

In this article, the author discusses the negative social impact of corruption on society as an immoral phenomenon, the forms and means of counteracting it. From a legal point of view, anti-corruption standards were studied. Based on an in-depth analysis of national and international norms, conducted opinion polls, scientifically grounded proposals and recommendations were put forward to resolve existing problems and shortcomings in the field of combating corruption.

KEYWORDS: *Corruption, Opposition, Immorality, National Standards, International Norms, Legal Status, State Employee*

INTRODUCTION

Despite the various forms, methods and means of combating corruption, the fight against it is becoming extremely complicated. Governments are adopting various state programs to combat corruption, but the results have not been as effective as expected [8].

In the ranking of the Corruption Perceptions Index for 2020, developed by Transparency International, Uzbekistan changed its position by 7 positions and ranked 146th out of 180 countries (153rd place in 2019). This is certainly a positive indicator compared to previous years, but it also means that we are still at the beginning of a big road in the fight against corruption. Uzbekistan remains on the list of countries with high corruption levels.

Consequently, corruption is highly flexible, changes its form and improves, skillfully exploits the gaps and shortcomings in the social legal system. According to published data, law enforcement agencies detect 1-2% of actual corruption cases, and the number of those prosecuted is even lower [12].

According to the UN, the world economy loses \$2.6 trillion every year due to corruption. It accounts for more than 5 percent of the world's existing gross domestic product.

Various methods, forms and tools are used to combat corruption. In particular, the introduction of international anti-corruption standards is important in this regard. In recent years, large-scale activities have been carried out in Uzbekistan on the introduction of international standards in the fight against corruption and future tasks were identified. For example, the state anti-corruption program for 2019-2020 sets measures to gradually cover all public procurement entities and to introduce a system of certification of companies following the standards of procurement (ISO 20400) and anti-corruption (ISO 37001) [3]. The Anti-Corruption Agency of the Republic of Uzbekistan was established by the Decree of the President of the Republic of Uzbekistan of June 29, 2020, No. DP-6013 "On additional measures to improve the system of combating corruption in the Republic of Uzbekistan". According to it, the Agency is required to establish a requirement for the public customer to apply the anti-corruption standard ISO 37001 to prevent and combat corruption in public procurement [4].

In Uzbekistan, international standards for combating corruption have been studied almost from a scientific point of view, and some articles have been published in the press [14; 15; 16; 17; 18]. Therefore, at the beginning of the article, it is necessary to clarify the concepts of "standard", "anti-corruption standard". The word "standard" is derived from English and means "norm", "sample", "dimension", "model" in Uzbek, and is interpreted as a sample, template, standard, which is the basis for comparing other similar objects [19].

The literature and sources provide closely related definitions of anti-corruption standards. In particular, one source defines anti-corruption standards as *a set of behaviors and legal norms, prohibitions, restrictions, obligations [20] for the relevant area of social activity aimed at preventing corruption*, while another literature describes *the creation of a behavioral model as a single system of prohibitions, restrictions and permits that ensure the prevention of corruption in this area by forming anti-corruption attitudes and raising the general level of legal awareness and legal culture [11]*.

Hence, anti-corruption standards represent exemplary methods, forms and means of preventing and combating corruption. It is clear from the above definitions that anti-corruption standards consist of a set of rules of conduct and legal norms, prohibitions, restrictions, obligations, and a single system of restrictions and permits.

Anti-corruption standards are norms that, from a legal point of view, have an anti-corruption effect on the subject of law and are of a strict or recommendatory nature as to what can be done, what cannot be done.

One of the most popular anti-corruption standards is the international standard ISO 37001:2016 "Anti-corruption management systems - Requirements and recommendations for use" and it is the first international standard in the world to include an international model to create an effective anti-corruption system in the organization.

An important aspect of anti-corruption standards is that they apply to both public administration and the private sector. For example, ISO 37001:2016 contains requirements and guidelines for the development, implementation, support, analysis and improvement of the anti-corruption management system and applies to bribery in the public, private and non-profit sectors; bribery by organizations; bribery by the organization or by employees working for it; bribery by the organization or by partners acting in its favor; bribery of the organization; bribery of employees of the organization related to the activities of the organization; bribery of partners related to the activities of the organization; such as giving a bribe directly or through someone (e.g., a bribe provided or received by a third party) [21].

As noted above, several measures have been taken to introduce anti-corruption standards in the country, and relevant tasks have been set in this regard. However, the introduction of anti-corruption standards should be carried out systematically. First of all, it is necessary to create a unified legal framework for the introduction of anti-corruption standards. The adoption of the Law “On combating corruption” on January 3, 2017, serves as a fundamental legal basis for regulating relations in combating corruption. However, this law does not contain anti-corruption standards and norms for their implementation.

In this regard, experience has been accumulated in foreign countries. In particular, referring to the experience of the Commonwealth of Independent States, the Federal Law of the Russian Federation “On combating corruption” of December 25, 2008, provides for the introduction of anti-corruption standards as one of the main activities to increase the effectiveness of government agencies in combating corruption (7-m.). It is also envisaged that one of the obligations of organizations to take anti-corruption measures is to develop and implement anti-corruption standards of the organization (Article 13.3) [22]. The Law of the Republic of Kazakhstan “On combating corruption” of November 15, 2015, provides for the formation and implementation of anti-corruption standards as one of the measures to combat corruption (Article 6). This law also defines the concept and development of anti-corruption standards (Article 10), the development of standards in the fight against corruption in business (Article 16) [23]. The Law of the Kyrgyz Republic “On combating corruption” of August 8, 2012, also provides for the introduction of anti-corruption standards as one of the main activities of state bodies and local governments to increase the effectiveness of anti-corruption (Article 8) [24].

The Model Law “On combating corruption”, adopted by the Interparliamentary Assembly of the Commonwealth of Independent States on November 25, 2008, also provides for the development of anti-corruption standards for relevant areas as one of the priorities of anti-corruption legislation. This model law also provides for the development of anti-corruption standards, including the powers of the national anti-corruption body.

According to the mechanism of influence, anti-corruption standards consist of prohibitions, restrictions, obligations, etc. This requires the introduction of relevant norms not only in the general normative legal acts, but also in departmental normative legal acts and internal local documents of organizations. For example, ISO 37001:2016 requires an organization to implement several measures. In particular, the organization should develop its anti-corruption policy, appoint officials to monitor the implementation of anti-corruption measures, train staff, conduct corruption risk assessments, conduct a comprehensive examination of each candidate before hiring, transferring to another position or promotion, to verify the validity of the transfer and transfer to another position, to ensure that they comply with the requirements of anti-

corruption policy and management system, to ensure that all types of incentives (bonuses, targets, etc.) are protected to prevent corruption in their application periodic analysis to be introduced directly by the internal documents of the organization.

Anti-corruption standards should be introduced not only in government agencies, but in all enterprises, institutions and organizations, regardless of their affiliation, ownership and form of management.

In developed countries, the fight against corruption is also embedded in the responsibilities of the employee in labor relations. In particular, A.Yu. Vatel notes that anti-corruption standards are an integral part of the legal status of civil servants [9]. In this case, of course, it is not necessary to prosecute the employee criminally or administratively. Disciplinary action will also be taken against him. R.S. Sorokin also believes that the legal framework and mechanism for dismissal from public service should be developed as a measure to combat corruption [13]. According to G.Z. Tulaganova, the laws of developed countries have standard prohibitions and restrictions for civil servants. These measures are effective if strictly implemented [10].

Based on the above, let's take a look at the labor legislation of the Republic of Uzbekistan: The Labor Code of the Republic of Uzbekistan does not specify the grounds for termination of an employment contract in terms of combating corruption when terminating an employment contract at the initiative of the employer [1]. Also, regardless of the affiliation, ownership and forms of management, the standard rules of internal labor of the enterprise, institution, organization [7] also do not contain anti-corruption norms. Our national legislation has a legal definition of "corruption offenses" [2], "administrative offenses related to corruption" and "corruption offenses" [6], but the issue of disciplinary offenses related to corruption remains open.

Corruption in the broadest sense occurs not only in labor relations, but also in the non-labor relations of the employee. Therefore, it is necessary to set anti-corruption requirements for the employee's off-duty behavior. The Model Code of Conduct for Employees of Public Administration and Local Executive Bodies, approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 62 of March 2, 2016, provides a set of general principles of professional ethics and basic rules of conduct for employees [5]. However, these rules of conduct do not set anti-corruption requirements for the conduct of an employee outside of service.

Based on the above, the following suggestions can be made: *first*, Article 5 of the Law "On combating corruption" should include the *development and implementation of anti-corruption standards* as one of the main directions of state policy in combating corruption and control over their observance, the inclusion of measures to prevent corruption in public administration by relevant articles of this law (Article 19), measures to prevent corruption in the socio-economic development and entrepreneurship (Article 20), and the introduction of norms for the development and implementation of anti-corruption standards in the development of measures to prevent corruption in public procurement (Article 23); *second*, the adoption of a decision of the Cabinet of Ministers of the Republic of Uzbekistan, which provides for the development and implementation of anti-corruption standards for government agencies and the creation of a common legal framework for monitoring their compliance; *third*, the inclusion of anti-corruption standards in the labor legislation by the Ministry of Employment and Labor Relations, the Council of the Federation of

Trade Unions of Uzbekistan and the Chamber of Commerce and Industry of the Republic of Uzbekistan in determining the legal status of employees and their representatives; *fourth*, to ensure the development and implementation of anti-corruption standards in all enterprises, institutions and organizations, regardless of departmental affiliation, the form of ownership and management; *fifth*, providing benefits to business entities that have received international certificates for the development and implementation of anti-corruption standards; *sixth*, to improve disciplinary liability for acts that have signs of corruption but do not provide for administrative or criminal liability for employees working under an employment contract.

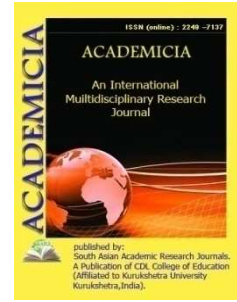
Thus, the development and implementation of national standards based on international standards in the effective fight against corruption will play an important practical role in eradicating corruption.

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USE OF THE MEMBERSHIP PRINCIPLE IN STUDYING SOLID PHYSICS AT SECONDARY SCHOOL

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ABSTRACT

This article describes the role of didactic principles in general secondary schools and the didactic basis for the application of the principle of continuity in the teaching of solid body types. The article describes the relevance of teaching physics in general secondary schools, the organization of lessons on the basis of modern technologies.

KEYWORDS: *General Secondary Education, The Principle Of Membership, School, Solid State Physics, Teaching Methods, Virtual Lessons, Modern Posters, Didactics, Private Method.*

INTRODUCTION

We know that teaching physics today is the basis for the development of science and technology. Students' knowledge about nature is formed in the process of studying a physics course in the study of the aggregate states of physical bodies and types of solids using didactic principles.

The requirements for teaching physics in general secondary schools play an important role in teaching the content of solid physics in general secondary schools. Because science, technology and everyday life today cannot be imagined without solids. Therefore, it is recommended to create new modern teaching aids and exhibitions using didactic principles in teaching physics. For this, it would be advisable to use new pedagogical technologies at all stages of teaching physics in general secondary education.

One of the most actual problems in teaching physics is to teach students to connect physical phenomena and phenomena with science and technology, production and life through practical and laboratory classes, based on basic knowledge of physics. At the same time, teaching certain areas of science or important topics using didactic principles relevant to the topics is also essential for the acquisition of knowledge by students. In particular, the identification of relevant areas of solid state physics, the search for modern communication and pedagogical technologies and new technical means, modern visual aids and methods of preparing virtual lessons, which, in turn, contributes to an increase in the scientific potential and continuity of content from these teaching materials.

MAIN PART

The purpose of the physics course, which is taught as a general subject in general secondary schools in accordance with the state educational standards, curricula and programs, is to provide students with a fundamental knowledge of physics, solid-state types, physical phenomena and the physical landscape of the universe to develop the ability to think about the distribution of bodies in nature and the concept of solids, to reveal the dialectical connection between theory and practice, to increase the role of solids in nature and technology and to understand the physical processes, to prepare knowledge for everyday use and economic activities, technical creativity and to provide a foundation for further education. Today, the problem of integrating knowledge of natural sciences and knowledge of physics is one of the most pressing problems of modern education. In the process of teaching solid state physics in general secondary schools, there is an opportunity to find effective ways to teach solid physics based on the definition and content of integrative knowledge, the formation and development of a generalized set of integrative concepts in the minds of students.

In practical training in solid physics, it is important to know the physical properties of solids before determining their density. The property of a substance to retain its chemical composition as a result of external influences is called its physical properties. Such properties include the properties of solids such as color, density, solubility, thermal expansion, heat capacity, heat and electrical conductivity, magnetization. For example, when a metal is heated, when heat or electricity is passed through it, when its metal is exposed to a magnet, its composition does not change. The physical properties of metals are very handy in distinguishing and using them. For example, any metal has a specific luster, which is called its color. The rapid conduction of heat from a solid when it is heated is called its thermal conductivity. The faster the metal conducts heat, the faster and flatter it heats and cools. Therefore, when making and processing metal products, it is necessary to take into account that their size may change due to heat. In general, the ability to differentiate according to the physical properties of solids is achieved by the preparation of parts and parts by selecting alternatives. Here are some ways in which students can use the knowledge they have acquired in physics to study the content of solid physics:

- 1) Teaching students the concepts of solid physics;
- 2) Types of solids (crystalline and amorphous bodies, ceramics and polymers);
- 3) Performing experiments, experiments and laboratory exercises in solid physics.
- 4) Assignments and problems in solid physics.
- 5) Posters, booklets, presentations, animations and short videos on solid physics are prepared.

One of the main pedagogical problems of today is the principle of membership in the teaching of the content of solid physics, the selection of teaching materials in this discipline, their purposeful sequence, placement on the basis of interdisciplinary membership and their delivery to students in a short time.

Solid physics requires knowledge, skills, and competencies from the teacher. This will depend on the acquisition of professional knowledge, skills and competencies in the process of retraining and advanced training of advanced forms and methods of education, modern education and information and communication technologies, the development of scientific-methodological and organizational-methodological bases for the introduction of effective forms of teacher training. It was important for a physics teacher to first determine what knowledge, skills, and competencies he or she needs to develop in the process of deepening his or her mastery of “Solid State Physics Topics”.

Concepts of solid physics, types of solids (crystals, amorphous, glass, ceramics, composites and polymers), and properties of solids, application of solids in science and technology and in everyday life are studied in the physics course of general secondary schools. The subject “Physics and methods of teaching it” is taught. In this subject, students develop knowledge, skills and competencies in the subject “Physics and its teaching methods.” In teaching this subject, scientific concepts such as natural sciences, ecology, zoology, geology, chemistry, mathematics and geography are used.

This demonstrates continuity in the teaching of solid physics. The issue of ensuring the continuity of teaching the subject “Physics and its teaching methods” can be approached as follows:

- to divide the knowledge imparted by students into logically complete pieces of knowledge so that they can fully master the knowledge system;
- to show interdisciplinary connection, explaining that the subject of education is a model of the direction of a large field;
- logically correct structure of the text in the source of the subject of teaching, the sequence of topics is provided.
- to use of more innovative technologies in teaching topics;
- updated of educational visual aids, including; effective use of communication technology, modern posters, virtual lessons, didactic material, presentations in modern form, animations on the topic, documentaries on various topics, equipment and other technical means.
- to take into account the level of knowledge, psychological characteristics, learning conditions and abilities of students in the description of topics;
- the level of motivation of students to practical activities and didactic materials that cover the content of the textbook;
- to take into account the young psychological characteristics of the student's personality in teaching.

Solid State Physics Part of the structure of a physics course is therefore important for the basic study of a physics course.

It is known that the topics in Physics are related to the concepts of natural sciences, mathematics and natural sciences (chemistry, biology, geography, astronomy, etc.). Important attention should be paid to the composition and stages. The analysis of the physics course should take into account the existence of two directions in the design of the program of these disciplines: inductive and deductive.

In the development of new programs at the level of modern requirements, a position has been taken that takes into account the “general” and “specific” relations inherent in the new data related to physics. Therefore, the knowledge of problems, new information in the field of physics, the “general” as well as “special” properties of events and phenomena allow us to draw reasonable conclusions. Therefore, the structure of the physics curriculum based on the principles of deductiveness and inductance is of great scientific and educational importance.

In understanding the general laws of “Physics and its teaching methods”, it is important to know the properties that indicate which general concept this “Physics” belongs to. The secondary properties identified in this case describe the individual features of the “Physics and its teaching methods.” The program is based on the generalization of the first stage of the knowledge acquired in the “Physics and its teaching methods”, the study of specific physical concepts, phenomena and laws and the relationship between them. In the formation of these concepts from a set of visual aids representing the types of solids, concepts and phenomena of solid physics, including: modern posters, films, photographs, symbols, actions, schematic presentations, physical animations and diagrams and their descriptive information (story, text) will be important in increasing the effectiveness of the course for use. Because they allow students to master the concepts of the first stage of generalization by organizing analytical-synthetic activities on the basis of accurate data.

In the general secondary physics course, students further increase the level of thinking activity, analysis and synthesis, comparison, identification of generalized concepts in the process of reading and learning. This means that while types of solids, concepts in solid state physics, events and phenomena are described on the basis of play and observation, students are first required to master the concepts of physical and solid state physics and types of solids.

In order to form an understanding of the components, it is necessary to analyze them and draw conclusions from their internal properties and causes, in some cases from natural or historical interdependencies. This methodological approach provides for the study of “parts” in the first stage of education “Physics and its teaching”. In “Physics and its teaching” in the following link, the specifics of teaching are studied first, the specific aspects of the subject, and then the general aspects. Because in general secondary education (mathematics, chemistry, biology, geometry, geography, technological education, etc.) the aspects of teaching sciences related to general didactic teaching methods are close and complementary.

The connection between the sequences of topics is also important in the study of specific aspects in “Physics and its teaching.” Because in the study of the concepts of “Physics and its teaching” in the teaching of “types of solids, concepts of physics of solids and the physical properties of solids” the general and special cases are mastered by the requirements, in practical and laboratory classes students learn about solids, physics of solids will acquire relevant concepts as well as skills in the process of mastering the physical properties of solids.

RESULTS AND ANALYSIS

The science of physics has arisen since ancient times as a result of observation and analysis, as well as a result of human needs. For this reason, in all parts of the world, where every science and technology is developed and rapidly developing, objects of scientific research and obtaining the results of scientific research are of great importance in the study of solid state physics. In particular, there are dozens of research institutes in all parts of the world. These research institutes are mainly concerned with the problems of “solid state physics”, which today is one of the most important branches of physics. Therefore, for teaching and students’ interest in these topics “Solid State Physics”, the organization of training on the basis of appropriate didactic principles will be effective in obtaining knowledge by students.

The main goal of teaching solid state physics is to acquaint students with the content of solid state physics, types of solids, concepts, ideas, theories, applications of solid state physics, etc., as well as natural phenomena and laws studied by students, and the role of solids in everyday life understanding is useful for the development of solid state physics.

When the lessons of solid state physics are organized using didactic principles, it becomes easier for students to understand the content of the material, the ability to understand concepts, laws and phenomena in the material develops, knowledge expands, intellectual potential increases, and the worldview expands.

In short, it helps a lot to understand how incomparable the role of solids is in modern rapidly developing science and technology, as well as in everyday life.

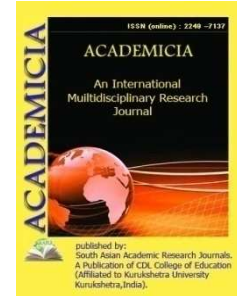
CONCLUSION:

In conclusion, to improve the content of teaching solid state physics in students and from simple to complex in the formation and development of concepts of solid state physics, we believe that didactic principles have a good effect if they use the principle of continuity. Therefore, in addition to the principle of continuity for a deeper and more complete understanding of these phenomena, modern pedagogical technologies, modern posters, virtual lessons, didactic materials and communication technologies are sufficiently used to increase interest in physics serves to stay. The principle of membership is both a pedagogical and psychological problem at the same time and requires the educator to implement it in a reasonable way.

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ANALYSIS OF THE STATE OF INNOVATIVE DEVELOPMENT OF AGRICULTURE IN THE REGION

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ABSTRACT

This article analyzes the state of innovative development of the agricultural sector at the regional level and concludes that innovations include not only technical or technological developments, but also any changes in all areas of scientific and production activities that ensure a qualitative increase in the efficiency of processes or products. As a result of the ongoing reforms in the field of science, such innovative technologies as organic agriculture, precision agriculture, large-scale livestock farming, arable farming, loose livestock keeping, drip irrigation, integrated pest control, urbanized agriculture, automation and computerization, waste-free agriculture, etc. are also being consistently introduced into practice. It should be noted that the most common innovations in agriculture are new varieties and hybrids of plants, animal breeds. However, as practice shows, their implementation is quite slow.

KEYWORDS: *Innovation, competition, the innovative development of the agricultural sector, the volume of innovative products, research and development projects, the volume of research and development projects, investments, innovations, investment activity.*

INTRODUCTION

It has long been proven that the decisive factor in increasing the efficiency and competitiveness of enterprises is their transition to an innovative path of development. The implementation of innovative activities associated with the development and use of new technical and technological

developments leads to an increase in production volumes, a decrease in production costs, an increase in labor productivity, an increase in the profitability of production and other production and financial indicators of enterprises. Innovations are even more in demand in agriculture, where the main factor of production is land and water resources, the amount of which is decreasing from year to year.

According to the Food and Agriculture Organization of the United Nations, as a result of unsustainable economic activity and soil degradation in the world, the area of agricultural land is declining by 6-7 million hectares annually. The shortage of fresh water in the world is more than 250 billion cubic meters per year, about 4000 km³ / year are spent on household, industrial and agricultural water supply, i.e. about 4.5% of fresh water concentrated in lakes, reservoirs and rivers [2]. Agriculture is both one of the main causes of water scarcity and the industry that suffers most from this scarcity. Agriculture accounts for almost 70 per cent of all water intakes, and in a number of developing countries this figure reaches 95 per cent.

In the coming decades, agriculture finds itself in a difficult situation – it is necessary to solve the problem of increasing food production so that the growth of agricultural production outstrips the growth of the population, while ensuring improved product quality and rational use of land and water resources without compromising the environment.

It is possible to solve this problem, first of all, by providing conditions for the creation and implementation of resource-saving, innovative technologies. Innovations in agriculture or innovations in- this is the final result of innovative activity, embodied in the form of a new or improved product sold on the market, a new or improved technological process used in practice, or in a new approach to social services, affecting directly (or indirectly, within the technological chain) processes involving a person, means of production (machinery, equipment, tools, etc.) and a component of the biological environment (animals, plants) whose existence in the natural environment is impossible without human participation, or is possible only with the loss of basic functional characteristics.

As in many countries of the world, in Uzbekistan, the accelerated and effective development of agriculture as a factor in ensuring food security is a key issue. But, despite the implementation of consistent measures to ensure a broader integration of science, education and production in the republic, the creation and application of new knowledge, the introduction of innovative technologies and best practices, there are problems on the way to further accelerated development of agriculture, primarily due to the lack of funds spent on innovations in agriculture. For example, in 2019, Uzbekistan spent only 0.02% of the value of gross agricultural output on applied agricultural science and education, while middle - income countries with successful agriculture spend 1% of the value of gross agricultural output on agricultural science and development, and high-income countries spend an average of 2.5%. If in the republic as a whole in 2012-2019, total research and development projects expenditures increased from 197.9 billion to 602.3 billion. for 7 years, expenditures in the branches of agricultural sciences increased by only 36.3 percent, or by 304.3%. [3]

A more detailed analysis of the indicators that determine the innovative development of the agricultural sector is given at the regional level.

MATERIALS AND METHODS

The study was conducted on the basis of determining the level of innovative development of the Tashkent region of the Republic of Uzbekistan using such indicators as the volume of innovative products (works, services) and innovation costs, the number of organizations that performed research and development projects and the amount of work performed, the number of patents, etc. When determining the regional innovative development of agriculture, it is necessary to take into account its socio-economic situation, which is characterized by a certain combination of factors and production results. Therefore, the analysis of the innovative development of the Tashkent region begins with bringing the general characteristics of this region in dynamics based on the use of statistical indicators and comparative analysis.

RESULTS AND DISCUSSIONS

Tashkent Region is an administrative unit within Uzbekistan, which includes 15 districts (tumans) and 7 cities of regional significance. The area of the region is 15,300 km², the population is 2941.4 thousand people, of which 1,471 (50.8%) live in rural areas. The Tashkent region has developed such branches of agriculture as beekeeping, fish farming, horticulture, cotton growing, vegetable and melon growing, viticulture, greenhouses, animal husbandry, poultry farming. According to the results of 2019, the Tashkent region produced agricultural, forestry and fisheries products in the amount of 20417.1 billion sum, which is 9.4% of the total volume of production of the republic (Table 1). For comparison, in the context of regions, significant volumes of agricultural, forestry and fisheries products (services) were noted in the Samarkand (28379.5 billion sum) and Andijan (23686.7 billion sum) regions, their share in the total volume of agricultural, forestry and fisheries products (services) of the republic amounted to 13.1% and 10.9%, respectively.

TABLE 1. DYNAMICS OF THE MAIN INDICATORS OF THE TASHKENT REGION

Indicators	2015	2016	2017	2018	2019
The volume of products (services) of agriculture, forestry and fisheries in the republic, billion sum	99604,6	115599,2	148199,3	187425,6	216283,1
The volume of products (services) of agriculture, forestry and fisheries of the Tashkent region, in fact. prices, billion sum	10735,5	12034,2	15594,8	18359,1	20417,1
The share of the region in the total volume of agricultural products, %	10,8	10,4	10,5	9,8	9,4
Growth rates of agriculture, forestry and fisheries of the Tashkent region*, %	103,3	101,9	96,9	98,8	93,8
Investments in fixed assets in the republic, billion sum	44810,4	51232,0	72155,2	124231,3	195927,3

Investments in fixed assets in the Tashkent region, billion sum	4428,1	4238,7	5938,4	11226,9	20353,9
The region's share in the total investment volume, %	9,9	8,3	8,2	9,04	10,4
Investments in fixed assets in agriculture, forestry and fisheries of the Tashkent region, billion sum	159,9	226,3	267,3	521,4	769,0
The total population of the Tashkent region, thousand people	2758,3	2794,1	2829,3	2861,2	2941,4
The number of employed people in the economy, thousand people	1281,8	1287,6	1289,6	1227,7	1232,9
Including the number of people employed in agriculture, thousand people	331,0	335,1	338,4	322,9	322,2

* The growth rates of agriculture, forestry and fisheries of the Tashkent region are presented in comparable prices (compared to the previous year).

In 2019, 20353.9 billion rubles were spent in the Tashkent region. the sum of investments in fixed assets, the share of the region in the total investment volume was 10.4 %. The structure of investments in fixed assets by type of economic activity is dominated by the manufacturing industry with an indicator of 5041.7 billion sum, or 24.8 % of the total investment in fixed assets. 769.0 billion sum (4.5%) of investments in fixed assets were mastered in agriculture. Investment is crucial not only as a source of capital, but, more importantly, as a source of new technologies.

The reasons for the incomplete use of the existing potential opportunities of the region lie in the existing low levels of transformation of the achieved structural changes in the agricultural sector. The use of new technologies and technological changes play a crucial role in the transformation of agriculture. At the same time, in the agricultural sector, unlike other areas, the development of innovations is very slow, which requires special attention. Conducting fundamental and applied research and development, despite the fact that this is associated with a certain risk of obtaining unsatisfactory results, is a necessary stage in the process of creating scientific and technical products.

The analysis of innovation activity shows that in the Tashkent region the total volume of innovative products, works, services produced by own forces in 2019 amounted to 2793716.0 million sum, which is 3.5 times more than in 2015 (349.1%). In 2019, a total of 633 innovations were introduced, of which 623 were technological innovations, including 556 product innovations and 67 process innovations. Compared to 2015, the number of technological innovations increased by 2.9 times, organizational innovations-by 8 times, and marketing innovations decreased from 4 to 2 units, although in 2017-2018 their number was 11 and 12 units, respectively (Table 2).

TABLE 2. DYNAMICS OF THE VOLUME OF INNOVATIVE PRODUCTS (WORKS, SERVICES) AND INNOVATION COSTS IN THE TASHKENT REGION

Indicators	2015	2016	2017	2018	2019
The volume of innovative products, works, services produced by own forces, million sum	800367,0	993662,9	1179511,2	2501418,0	2793716,0
The number of implemented innovations, including units:	221	203	235	308	633
Technological innovations	216	200	219	291	623
including product innovations	-	-	-	255	556
process innovations	-	-	-	36	67
Marketing innovations	4	1	11	12	2
Organizational innovations	1	2	5	5	8
Costs for technological, marketing and organizational innovations, million sum	547656,4	463908,9	295498,4	1055526,0	884191,4

The costs of technological, marketing and organizational innovations, which amounted to 884191.4 million sum in 2019, were financed mainly from the organizations ' own funds – 442007.8 million sum. sums (50%) and loans from commercial banks – 410337.1 million. sum (46.4%). The expenses covered by foreign investments amounted to 22019.4 million rubles. sum (2.5 %), at the expense of budget funds 5776.3 million. sum (0.7 %) and other funds - 4050.9 million. sum (0.5 %).

As for the key types of innovative activities, among enterprises, the main share of them acquire machinery and equipment, new technologies, software tools, carry out production design, marketing research, and only about 6.4 percent (25 organizations out of 388) carry out any research and development work.

According to the Statistics Department of the Tashkent region, the total expenditures by branches of science for research and development in 2019, compared to 2015, increased by 2.4 times, amounting to 68596.4 million sum.

As can be seen from Table 3, positive dynamics is observed in all sectors except medical sciences. As a result: expenditures on natural sciences reached 11151.8 million sum in 2019, technical sciences-16319.5 million sum, agricultural sciences-40589.1 million sum, social sciences-179.6 million sum, humanities - 343.8 million sum, expenditures on medical sciences decreased from 510.3 million sum in 2016 to 12.6 million sum. sum in 2019. The main share of expenditures on research and development by branches of science falls on agricultural sciences-59.2 %, technical sciences-23.8% and natural sciences-16.3% (Table 3).

TABLE 3. INDICATORS OF RESEARCH AND DEVELOPMENT IN THE TASHKENT REGION

Indicators	2015	2016	2017	2018	2019
The number of organizations engaged in research and development projects, units	31	39	32	59	25
The volume of research and development projects, million sum	24667,9	31543,2	55843,1	52965,3	70080,6
The costs of research and development work in the branches of science	28744,4	33700,6	55403,6	52295,2	68596,4
Including:					
Natural sciences	6267,6	9328,6	10760,2	8738,0	11151,8
Technical sciences	7961,2	5956,6	11859,4	14097,6	16319,5
Medical sciences	-	510,3	350,8	-	12,6
Agricultural sciences	14281,1	17551,7	25147,9	29000,2	40589,1
Social sciences	116,2	121,4	6783,8	293,3	179,6
Humanities	118,3	232,1	501,6	166,1	343,8

At the same time, half of the research and development projects in agricultural sciences are accounted for by the public sector – 34366.5 million. sum or 84.6%. Research and development projects in the business sector amounted to 4153.0 million sum, in the higher education sector - 2069.7 million sum. The private non-profit sector did not participate in the implementation of research and development projects in the analyzed region (Table 4).

TABLE 4. EXPENDITURES ON RESEARCH AND DEVELOPMENT PROJECTS BY BRANCHES OF AGRICULTURAL SCIENCES OF THE TASHKENT REGION (MILLION SUM)

Indicators	2015	2016	2017	2018	2019
Total	14281,1	17551,7	25147,9	29000,2	40589,1
Including:					
Public sector	11768,9	14503,2	20507,2	24877,6	34366,5
Business sector	1182,3	1698,5	2922,8	2291,0	4153,0
Higher education sector	1329,9	1350,0	1717,9	1831,6	2069,7
Private non-profit sector	-	-	-	-	-

In the practice of international comparisons, the results of scientific and technical activities are evaluated by indicators of patent activity. Patent statistics are the main indicator of innovation potential and one of the key indicators of technological development of countries and regions. Patents facilitate interaction between participants in the innovation process, confirming their competence; promote technology transfer; serve as a means of exchange (a patent is often used as a protective tool aimed at acquiring access rights to new technologies through the exchange of patents); they structure collective innovations. However, many modern researchers and practitioners question the role of the patent system in stimulating innovation. [4, 5]

Adhering to the opinion that patenting still has more positive aspects, in particular, intellectual property protection, reimbursement of on research and development projects costs, increased opportunities to attract financial resources to promote products to the market, etc., and the results of patenting are one of the important indicators of innovation activity, we decided to also analyze the state of patenting in the innovation activity of the agro-industrial complex.

As noted in the annual report of the Agency for Intellectual Property under the Ministry of Justice of the Republic of Uzbekistan, in 2019, the growth trend of applications for intellectual property objects submitted to the Agency continued, the total number of which amounted to 10142, which is the highest indicator for the last 27 years. Compared to 2018, the volume of applications submitted increased by 17.7 %. The reporting year was characterized by an increase in the volume of applications for most intellectual property objects, including 77 applications for selection achievements, which is an increase of 54% compared to 2018. It should be noted that this is the highest indicator since the introduction of legal protection of selection achievements in the country. The applications submitted in the reporting year relate to plant varieties. Three applications were received from foreign applicants - two applications from France, one application from Australia. Applications from national applicants were submitted from seven regions of the republic, among which the Tashkent region is the leader – 49 applications.

According to the statistical collection of the Tashkent region, the number of patent applications for inventions registered with the patent office of the country in 2019 compared to 2015, the number of patents for innovations and inventions increased 10.9 times, amounting to 207 units, of which registered patents for breeding achievements of national applicants in the form of improved plant varieties and animal breeds amounted to 26 units. For 5 years, the total number of registered breeding achievements in the Tashkent region has reached 89 units. This is the highest indicator in the regional context. For comparison: in 2015-2019, the number of patents for new plant varieties in the Republic of Karakalpakstan and the Andijan region amounted to 6 units each, 16 new plant varieties were patented in the Jizzakh region, 8 units each in Kashkadarya and Samarkand, 6 patents in Tashkent, 1 patent for breeding achievements in the Ferghana and Khorezm regions.

CONCLUSION

The following conclusions can be drawn from the above analysis:

1. The main reason hindering innovative activity in the field of agriculture is the lack of financial resources, the high cost of innovation and high economic risk. The high economic risk in agricultural production is primarily associated with the features of the innovation process in this industry, including:

- The creation and implementation of innovations is associated with long-term breeding work;
- Most innovations are of an improving nature (due to their focus on increasing the yield, quality, productivity of the object, and not on inventing a completely new one);
- The results of innovations are related to living organisms (plants, animals, microorganisms) and depend on their biological potential;
- Innovations give different results depending on natural zones and climatic conditions;
- Multiplicity of types of agricultural products and products of its processing; significant differentiation of production conditions in some regions of the country;
- A large difference in the production period for certain types of agricultural products and products of its processing;
- The multiplicity of different forms and connections of agricultural producers with innovative formations;
- The lack of a clear and scientifically based organizational and economic mechanism for transferring scientific achievements to agricultural producers and, as a result, a significant lag in the development of innovations in production in the industry.

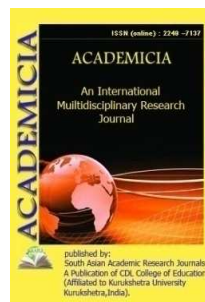
2. Taking into account the fact that the main source of financing of innovative enterprises today is self-financing and credit funds, the principles of financing organization should be focused on a plurality of sources of financing and assume rapid and effective implementation of innovations with their commercialization, ensuring an increase in the financial return from innovation activities. To do this, it is necessary to establish a mechanism for stimulating the attraction of funds at the expense of extra-budgetary and private funds.

3. The conducted analysis can be used not only as a tool for assessing the achieved level of innovation activity and sustainability of regions or industries, but also for assessing changes in this level under the influence of various organizational and economic factors. At the same time, the analysis is the most important means of identifying internal reserves for increasing the level of innovation activity, the effectiveness of innovation activities and the sustainability of the functioning of the industry and the region.

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CHARACTERISTIC FEATURES OF CLINICAL SYMPTOMS OF PATIENTS WITH STROKE ASSOCIATED WITH MYOCARDIAL INFARCTION

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ABSTRACT

The article presents the results of a prospective study in which patients with associated stroke and heart attack were included. Today, in many cases, we observe data on the association of two formidable pathologies. Over the years, these diseases get younger, complications from these diseases become more. Many authors point out that this is influenced by the environment, social conditions and stress. But there are no clear concepts of examination and treatment of this category of patients. In our study, using the example of one region, we wanted to reveal the clinical anamnestic characteristics and thereby contribute to the diagnosis of such conditions.

KEYWORDS: *Cerebral Stroke, Myocardial Infarction, Coronary Heart Disease, Social Environment.*

INTRODUCTION

Ischemic heart disease is an important factor in the development of cerebral stroke, as the risk of developing metabolic disorders increases. According to many authors, 60% of patients with stroke have cardiovascular pathology, which aggravates their situation. The presence of myocardial infarction and other ischemic diseases has a detrimental effect on the condition of patients and on impaired cerebral circulation.

The purpose of our study was to assess the incidence of coronary artery disease, myocardial infarction and stroke in the working-age population of the Romitan region, their associations with risk factors, treatment characteristics and the effect on mortality.

Materials and methods of research

For our study, the material was 41 patients examined at the Romitan TTB in the Department of Neurology and Cardiology who applied for a stroke with myocardial infarction. All patients had a written and verbal agreement for examination during treatment at this center. Statistical analysis was performed using the SPSS Statistics 20.0 and Microsoft Excel 2011 software package.

For qualitative features, either Fisher's exact test or the chi-square test was applied, depending on the number of observations in each cell of the contingency table. Additionally, a 95% confidence interval was calculated if necessary.

Results of this study

When assessing this indicator depending on the place of residence, it was demonstrated that the incidence of coronary artery disease / stroke / myocardial infarction was higher in rural areas, 3.8% versus 8.5%, $p = 0.05$. There were no significant differences separately in the incidence of stroke, myocardial infarction and angina pectoris. In this group of patients, there were 60% of women and 40% of men. In the other group (without coronary artery disease / stroke / myocardial infarction), there were 53.4% of males and 46.6% of females. There were no differences in sex distribution in the group of ischemic heart disease / stroke / myocardial infarction and without these diseases ($p = 0.251$).

The association was established between risk factors and the combined point of coronary artery disease / myocardial infarction / stroke. It was found that hypertension, the presence of anxiety / depression, a burdened hereditary history of stroke and myocardial infarction, and obesity, measured using body mass index or waist circumference, had an impact on coronary artery disease / myocardial infarction / stroke. After correcting hypertension, obesity and anxiety / depression values remained significant, which indicates an independent influence of the above factors on the development of the combined point.

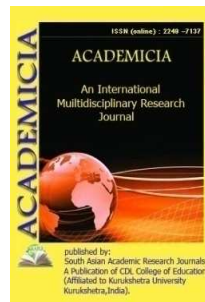
CONCLUSION

Thus, the incidence of ischemic heart disease / myocardial infarction / stroke was lower than in general in our Republic. The main factors influencing the development of the IHD point / myocardial infarction / stroke were AH, CRP more than 5 mg / L, fibrinogen more than 4 g / L, and apolipoprotein. At more than 180 mg / dl, the presence of anxiety / depression, aggravated hereditary history of stroke and myocardial infarction, and obesity. These factors, with the exception of burdened heredity, are modifiable through prevention programs. The introduction of such programs into work.

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SOME ASPECTS OF FORENSIC PERSONAL VOICE AND SPEECH IDENTIFICATION

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ABSTRACT

The article is devoted to the phonoscopic research issue. The historical review of the development of forensic voice and speech identification, starting with the first cases of using “aural-perceptual” testimony of a witness to the modern period of the introduction of artificial intelligence and neural networks, is covered in the article. To date, active developments are being carried out and automated systems are being introduced into practice for conducting phonoscopic studies. Modern problems of personal voice identification on digital phonograms are also covered. Appropriate recommendations and suggestions are proposed based on the analysis of specialized literature and expert practice.

KEYWORDS: *Phonoscope, Phonogram Authenticity, Artificial Intelligence, Sound, Personality Identification*

INTRODUCTION

The identification issues using biometric technologies are of particular relevance. One of the most promising areas of biometric personality identification is the use of phonoscopic face recognition systems based on a voice signal. The widespread use of technical devices for fixing

audio information, their widespread use and availability entail an increase in the use of phono evidence in legal proceedings, as well as the need for improving modern methods of identification by voice signal and speech.

Phonoscopy is a relatively new branch of science. “Phonoscopy” comes from the Greek “phone” – sound and “logos” – teaching.

Phonoscopic studies cover many issues that arise in the study of any signals that have a sound nature or are closely related to sound. However, the main tasks of forensic phonoscopic research remain the search for signs of installation (or technical research) and the identification of a person by oral speech (identification research) [1, P. 151-153]. The identification of a person by his voice is of particular relevance today.

Research on personality identification by speech signal began in the middle of the twentieth century, when the tape recorder began to be used first for military purposes, and then in other spheres of human information activity.

Main part. The case of the first recorded mention of the admissibility of using “aural-perceptual” (i.e. by ear) testimony was rooted in medieval England, where in 1660 the case of a certain William Hewlett was considered, who was identified by his voice [2].

Starting in 1907, some courts in the United States and the United Kingdom allowed subjective identification by voice-based on testimony as a source of evidence. At the same time, the development of scientifically grounded methods of identifying a speaker by voice is noted by Soviet scientists, whose work in the 40s of the XX century was first described in the novel by A.I. Solzhenitsyn “In the first circle” [3, P. 181-195].

Phonoscopy was used for the first time in the USSR, in the summer of 1949, to promptly identify the caller and prove his guilt during the investigation of a criminal case initiated upon the fact of a telephone call to the U.S. Embassy regarding the sale of information about Soviet foreign agents [4, P. 110-145].

The issues of personal identification by speech signal began to be dealt with in the middle of the twentieth century, the means of sound recording began to be used first for military purposes, and then in all spheres of human information activity.

The first inventor of the mechanical sound recording device is considered to be the French poet and inventor Charles Cros, who in April of 1877 presented an invention, which he called the “phonograph”, to the French Academy of Sciences. The device made it possible to mechanically record sound on a rotating glass disk covered with soot, and then transfer the soundtracks to a photosensitive chrome plate using a photo method. In December 1877, the American inventor Thomas Edison demonstrated his phonograph in action, in which sound was recorded on a cylinder wrapped in tin foil.

In 1887, the German inventor Emile Berliner received a patent for a phonograph, the principle of which was based on the developments of Charles Cros. Sound is recorded on a zinc disc covered with a thin layer of wax, and replication is carried out by chemical etching.

Due to the very laborious sound recording technology, the above inventions of phonographs have not been used in forensic identification. For the same reason, optical phonograms were practically not used, which gave sound to silent films. Magnetic phonograms served as a

powerful impetus in the development of forensic phonoscopy. And it should be noted that not only magnetic tapes have met (and are met) in expert practice. It should be noted that 20 years ago, magnetic records on steel wires were encountered in expert practice.

The first studies of speech signals recorded using mechanical methods – phonographs, and after electromagnetic ones – tape recorders were based on auditory or aural-perceptual analysis (by ear). The above was based on the subjective perception of the sound signal and, therefore, caused distrust on the part of the judiciary.

An important stage in the development of phonoscopic research was the invention of a device that made it possible to visualize a speech signal in a form reflecting both articulation and the speaker's voice. Many scientists in the period from the 20s to the 30s of the last century presented various forms of visualization of speech signals. The device was developed by the end of the Second World War, after a series of experiments that were carried out in closed mode. In 1945, in the weekly journal Science, Ralph Potter published an article "Visible Sound" [5], in which he first described a new device developed by employees of Bell Telephone Laboratories. At first, the device was called the "sonic spectrograph", later another name was fixed – "sonograph" [6, P. 16].

The advent of the sonograph, which made it possible to see both articulatory and vocal features of the speaker at the same time, already by 1944 pushed specialists to research the identification of a person by a speech signal. In this connection, the term "voiceprint" (by analogy with the term "fingerprint") appeared, which meant just one of the types of narrow-band sonograms of speech signals.

After unsuccessful experiments that were undertaken during the war, to address the issue of personal speech identification, a specialist began to research the nature of speech production. In the late 1950s, G. Fant, in close collaboration with the Massachusetts Institute of Technology Acoustics Laboratory, carried out fundamental research, based on which the acoustic theory of speech production was created [7]. The transition to acoustic methods and the creation of a solid theoretical base have revived the study of individual signs of speech.

In the early 60s, the Soviet scientist G.S. Ramishvili researched the comprehensive study of individual characteristics of speech and voice. The acoustic parameters of speech signals, reflecting certain individual features of speech production, were established, their information content and the reliability of determination were assessed [8].

At the same time, in the United States, Lawrence Kerst is researching the development of a method for identifying a person using sonograms of a speech signal. Sonograms were used as evidence in the proceedings. In 1972, criteria for assessing the reliability of recognition were developed, supported by the Supreme Court. Even though identification studies using sonograms have been criticized many times, this technique has nevertheless found its application in the forensic practice of some countries. Based on the results of the analysis of this type of forensic research, the International Association for Identification (IAI) put forward the requirements for the special training of forensic experts in the theoretical and practical part of identification with the obligatory passing of an exam to obtain a certificate for the right to produce phonoscopic examinations. In 1975-1977, after several judicial errors, this technique was severely criticized by leading scientists and specialists in speech technology.

In the mid-1980s, research in speech technology intensified at the FBI. In the scientific journal "The Journal of the Acoustic Society of America" there was an article containing an overview of the FBI's achievements in identifying individuals by speech. It was noted in the article that errors of identification of the first kind (excluding the identity of voices of the same person) amount to 0.53%, and errors of the second kind (identification of voices of different persons) – 0.31%.

From the point of view of the validity of the conclusions of the study, these indicators are considered high reliability of identification. However, these results raised doubts among leading experts in speech technologies, after which they published an article in the same journal, calling into question the previously published results. The critical article was scientifically and practically grounded enough that the authors from the FBI had to publish a response article in the aforementioned journal explaining what they meant. It turned out that not real indicators of the reliability of the entire identification system were presented, but indicators concerning "obvious cases". In other cases, (which turned out to be the majority), experts usually gave answers of the type: "the material is not suitable for research" or "it is not possible to answer the question".

In the Soviet Union, G.L. Granovsky was the first to propose the method of spectrography in forensic science, calling it "vocalography". The first studies of speech technologies were carried out in the scientific departments of the People's Commissariat for Internal Affairs (NKVD) and the Ministry for the Preservation of Public Order (MOOP) of the USSR and were of a closed nature, which made it difficult to use them procedurally by specialists and criminologists [3, P. 181-195].

In 1962-1963, E.I. Abalmazov and A.I. Kugushev developed a method for identifying a person using phonograms of free speech. In this work, the main attention was paid to the theoretical study of the possibility of implementing the so-called "optimal identifiers", carrying out the identification of the speaker based on the analysis of the physical characteristics of the speech signal.

In the 70s of the 20th century, methods were developed with the help of which it became possible to present sound vibrations in the form of a visual image [9, P. 28-31]. Subsequent works were devoted to the automated process of identifying a person by voice.

Results and Discussions. Relatively recently, compared to other biometric systems, automated voice identification systems were in many ways inferior in terms of identification accuracy, model size and other parameters. Yu.N. Matveyev notes that in recent years, voice recognition systems have made relatively significant advances, which can improve efficiency, especially when creating multimodal systems that contain several types of biometric parameters [10, P. 46-61].

Today, active developments are being carried out and automated systems are being introduced into practice for conducting phonoscopic studies, which include voice identification systems SIS (Center for Speech Technologies in Saint Petersburg), AIS Dialect (Russia) with a complex for processing and analyzing speech signals CSL (KAY company, the United States) [11, P. 6-15]. Based on this development, it became possible to carry out forensic identification of a person by recorded negotiations, which is especially important in the disclosure and investigation of crimes related to kidnapping, extortion, false reports about the preparation and commission of terrorist acts [12, P. 387-394].

In foreign banking systems, multimodal biometric systems are actively introduced, among which voice technologies are used [13].

Phonoscopic studies cover many issues that arise in the study of audio signals that are sound or closely related to sound. However, the main tasks of forensic phonoscopic research remain the search for signs of installation (or technical research) and the identification of a person by oral speech (identification research) [1, P. 151-153].

In the period of digital transformation of society, the possibility of violating the authenticity of a speech event can be identified as a separate problem. These include distortion of the speech signal, soundtrack editing, synthesis of voice and speech, imitation of a speech event, various characteristics of the speaker's voice and speech, masking and modification of voice and speech [14, P. 62-71]. The above technologies can be used for criminal purposes and certainly complicate the formulation of a conclusion by a forensic expert in the production of phonoscopic examinations and research.

In connection with the above, it becomes necessary to identify, suppress and prevent falsification of phonograms, which will be presented as evidence. A phonogram that adequately reflects an acoustic event that took place without making any changes is usually called authentic. An authentic phonogram must be continuous, recorded from the source of a sound, the recording of speech and other signals from various sources must be carried out simultaneously, the time and linear sequence of signal recording must be observed, the speech event must be fully displayed.

The authenticity of the phonogram is carried out by establishing the degree of correspondence of the displayed sound trace to the occurring acoustic event, taking into account those natural distortions that are introduced into the signal when it is generated by the sound source, transmitted through communication channels, and recorded on a material carrier.

Distortion of an audio recording means making changes to the phonogram. Modification is a deliberate or natural impact on a phonogram, altering or distorting its properties. Imitation is an imitation of the voice and speech of another person, by reproducing timbre, articulation, intonation, etc. Voice masking is the concealment of the speaker's identity by altering his linguistic and acoustic characteristics.

In modern conditions of the development of universal digitalization, it becomes possible to deliberately change the information recorded on the phonogram without leaving any traces of the manipulations performed, which certainly complicates the assessment of the reliability of phonograms as evidence.

It should be noted that digital sound recording expands the scope of its application due to ease of use, rewriting, duplication of copies, storage, small dimensions, absence of noise typical of analog media, etc.

Digital sound recording is used to record conversations using dictaphones, cell phones, video cameras, as well as by law enforcement agencies for documenting procedural actions and operational-search activities, including monitoring and listening to telephone conversations. A digital recording of voice signals, which is enshrined by procedural legislation, is recognized as material evidence or other documents and is attached to the materials of the criminal case.

The digital form of a phonogram often causes mistrust in the reliability of phonograms as evidence. Yu.L. Belykh believes that at present, experts from state expert departments do not have proper scientifically grounded methods and means of identifying signs of electronic installation [15, P. 24].

Opponents of digital evidence believe that analog phonograms are more credible as evidence, because when they are falsified, there are “obvious traces” that are easily detected by expert methods. However, experts note that analog sound recording is not a guarantee of the reliability of the information. Duplication on an analog medium is often deliberately used to hide traces of manipulations with the original digital phonogram (it happens that an investigator or a court under the guise of an original is provided with an analog phonogram obtained by recording an edited digital phonogram through an acoustic channel, reproduced through acoustic systems) [16, P. 15-26].

The high level of development of information technology makes it possible to synthesize voice signals using neural networks and artificial intelligence. With the help of them, any typed text is converted into a voice signal. These programs help users of software products and the Internet as voice reminders, reading lectures, recording audiobooks, sounding telephone robots, etc. These technologies allow simulating any speech event that will contain false information about any person or fact, as well as hide identity as the author of the text.

Certain programs allow changing voice using computer technology. With the help of them, according to the set parameters, you can correct some characteristics of the voice, the frequency of the main tone. In modern phones, the network has applications such as Voice Recorder and Changer, Voice Changer and Disguise, Celebrity Voice Cloning, etc.

One of the options for identifying individual signs of speech synthesis are methods of auditory perception and acoustic-instrumental methods. The expert should pay attention to the peculiarities of intonation structures and the presence of artifacts in the controversial phonogram. Artifacts are an effect arising during the gluing of phonemes, which is audibly perceived as a sharp change in the amplitude and/or frequency of sound, associated with insufficient requirements for the smoothness of the stitching [14, P. 69].

However, experts emphasize the difficulty of verifying and assessing the reliability of information captured in an oral speech on a digital phonogram, taking into account the possibility of editing a phonogram without displaying visible traces of manipulations [17, P. 214].

To solve problems of identification by voice, complex integral scientific and expert studies are proposed, combining the achievements of various fields of scientific activity (mathematics, physics, cybernetics, jurisprudence, linguistics). A.Sh. Kaganov notes that the main subjects in solving the problem of forensic speaker recognition are expert researchers who have undergone specialized training. As a rule, these are acoustic engineers and applied linguists who have devoted themselves to the issues of processing and research of speech signals, specialists in phoniatrics, psychology of sound speech, etc. [18, P. 246-250]

CONCLUSIONS

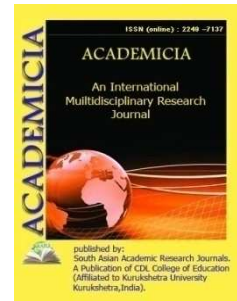
Identification by speech signal and voice is often the only biometric parameter that allows one to establish an identity over the phone when reporting a planned terrorist act, extortion of a reward,

etc. In a relatively short period, phonoscopic studies have come a long way from the creation of the first device for fixing a sound signal to the analysis of the artificial synthesis of speech signals using neural networks. During the introduction of digital technologies into all spheres of public life, it becomes necessary to develop new complex methodological approaches to personal identification by speech signal and voice.

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ENHANCING ENGLISH PROFICIENCY THROUGH ORAL PRESENTATION: A STUDY ON ENGINEERING STUDENTS OF VIGNAN UNIVERSITY

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ABSTRACT

Language is a tool for communication through which human beings can clearly express their thoughts and ideas. Learners are not an exception from this. Even though most of the students' medium of instruction is English up to graduation level, they struggle to speak English fluently. But when they want a good job and enter corporate world, they need to have good oral fluency including the knowledge of other skills such as reading, writing and listening to deal with the situation at the workplace as well as in their personal life. Unfortunately, majority of them are not able to acquire those skills during their graduation either it is a technical course or non-technical course. The factors for their inefficacy are many from many angles. This study, providing the good opportunities for the students to speak fluently at the college level, investigates that how presentations can help Second B.Tech students of Vignan's University

students to improve their speaking skills and also suggests how presentations can be a best source to improve student's oral proficiency at UG level. 35 students were taken as a sample to check with research problem. The findings indicate that presentation has great impact on the students' speaking skills and suggest that speaking skill can be used as a resource to enhance students' English-speaking abilities and teachers of English can use the presentations as a tool predominantly to improve their students' speaking skills in their day-to-day classrooms.

KEYWORDS: *Acquisition, Communication skill, ESL classrooms, Graduation level, Oral presentations, oral proficiency, Poor speaking skills, Personal needs, Presentation skills, professional needs.*

INTRODUCTION

Communication is meant for sharing information and thoughts or ideas. Communication can be done in two ways: writing and speaking. Speaking is a powerful tool to communicate with people and without which we cannot communicate with one another and hence speaking skills are enormous for learners of any language. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are also important for career success and they play a vital role in our professional life and also personal life. Speaking is a soft skill which is used informally to accomplish everyday tasks. More formally, a verbal presentation is a popular and effective way to help people understand ideas, project, or proposal. To be an effective public speaker, one needs to learn how to use voice, body language and visual aids to capture and hold people's interest" (Butterfield, P. 239). Though the overall development of all four language skills help engineering students to achieve not only their academic excellence but also professional development. Speaking skill is pivotal in terms of getting a job and getting things done in their everyday communicative needs either at home or in academics. Moreover, when it comes to students' job interviews and to be successful in completing their initial rounds in the recruiting process, especially at the final round (HR Round) where students have to showcase their proficiency of speaking. Therefore, students' success in job trials depends on their language competency and the way they communicate in those formal situations. But majority of the students fail to get a good job based as their oral proficiency is minimal and not adequate to meet the demands of the job requirements. Besides, speaking good English gives them good confidence and earn respect for them in the academic context. Unfortunately, most of the students, particularly at UG level, lack communication skills as they have less exposure to English language speaking contexts, less support from the teachers, parents and peers, fear of failure while speaking English, shyness and not recognizing the importance of English language particularly oral skills. Hence, Presentations can support and build confidence and provide tremendous learning opportunities to use language in and outside the classroom.

REVIEW OF THE LITERATURE:

Techeva (2013), opines that communication as master key to the patient's heart and communication is considered to be a key factor for the sick people's problems understanding it is a key for improving students' oral communication abilities. Though this research paper dealt with medical environment, it can be applicable to all other fields too. For that matter, even in the

case of engineering students" communication is the key to open up their opportunities in the real world particularly in their professional career.

It is suggested that English lecturers create situations that can encourage learners to improve English oral interactions as such interactions can provide learners with opportunities to explain concepts and help them to vocalize concrete meaning, by vocalizing concrete meaning, learners can lean their tendency towards English oral communication activities.(Rahman,2016, p-193).

Traditional teaching methods limit the learners" communication opportunities. Studies show that students are willing and able to adapt new methods in their learning and keen to follow their individual interests but they need good guidance from their teachers to make their transition from prior learning practices to the inquisitive and individualistic style of learning. (Elezabeth,2020, p.193). Moreover, the students of this era are equipped with technology innovations, and they are very much associated with mobile phones, laptops, desktops and App-based learning. To land et al 2016 identified in their action study that dealt with the Japanese students' project, using mobile videos proved to be effective to improve students' presentation skills if the instructors use them effectively in their English classes.

Research problem:

Most of the students who register for Public Speaking course are unable to speak and present orally in front of their classmates and teachers. Improving students' oral presentation skills is the need of the hour which is the prime concern for the teachers. It is evident that most of the students come from rural or village background cannot speak well though English is the medium of instruction for almost all of them till +2 (Intermediate). Still there is much need that they enhance their English fluency in order to communicate effectively and face day to day situations in their personal and professional life. The reason for their low proficiency seems to be less opportunities to speak English in their schools and colleges; teaching in lecture method and conducting summative tests and giving less priority for listening and speaking skills.

Most of the teachers other than English subject teach them in their L1 only. Besides all these obstacles, they find less encouragement from their peer group both in and outside classroom. All these reasons have made them less confident and considered to be poor at oral proficiency.

To measure their current oral proficiency, presentations were conducted in the first class itself so that all the students registered for the course were asked to present on any of the topic they like. 5 marks were given for each component for all the four components: grammar, vocabulary, fluency and content. Total 20 marks were awarded to assess their oral proficiency and the same evaluation process was taken to measure their end presentations as well.

Research Questions of the study

1. To what extent does the use of oral presentations help learners enhance their speaking skills?
2. Does oral presentation provide learning opportunities for learners to be autonomous and confident?

Research Methodology

To conduct this study, 35 students of the regular 2nd B.Tech students (ECE and Food Technology) of Vignan's University were considered. They registered for the course titled Public Speaking which is an elective in the II Year along with other 11 electives like Dance, Music,

Yoga, Singing etc. This course aims at improving the students' English proficiency by taking their presentations in each class. The course really provides ample of opportunities for them to improve their presentation skills by choosing their own topics. The participants should speak in front of the other students in order to improve their spoken English. A good number of students registered for this course. Class was conducted every Saturday from 1:55 to 3:45 PM for two consequent hours, having 55 minutes for each hour throughout the semester. In the first class, all 35 students were asked to give their self-introductions to know one another. As an instructor, I gave clear instructions about the programme and how they would go about their presentations in the classes. Every learner must choose his/her own topics on their choice for their presentations. The interventions went around four months i.e. sixteen to eighteen weeks. The following are the topics that students had been given for their presentations:

1. I don't like/hate crowded places.....
2. I like travelling to new places because.....
3. Shouldn't watch the television....
4. Women are the better managers than the men.....
5. Mobile phone is a boon or bane for the students.....
6. Who is the best inspiration for me in my life and why....
7. What should we do to keep public places clean and green...
Swatch Bharat is amyth.....
8. The most important things in my life are.....
9. The most inspirational person in my life.....
10. The happiest moment in my student life is.....

Procedure for the presentations:

15 minutes time was given for the students as preparation time to present their talk on the given topic. Each student was called and given three minutes time to complete his/her presentation. Everybody did it. Before the presentation, the following instructions were given:

1. Each student must speak at least two minutes on the given topic.
2. They must use their eye contact, gestures body language when presenting.
3. When the presentation is going on, other students must listen without talking.

In fact, there is no fixed syllabus curriculum for this course. The instructor can use any material based on the students' level and provide speaking opportunities for the learners. Here any material means reading text, audio, video clips, general topics that can be used for individual presentations as well as for group presentations. Students were also encouraged to use their own resources like videos, newspaper cuttings and YouTube videos of the famous personalities for their presentations.

Evaluation Process:

For testing students' oral skills, a criterion was adopted four components: grammar, vocabulary,

fluency and content are the components, and five marks were allotted for each component. Based on students' presentations, marks were awarded (out of 20). At the end of each presentation, individual feedback was shared without hurting their confidence and morale. In fact, feedback was shared in very positive and motivational way which could encourage them to prepare better for their next turn. This feedback really helped them to rectify their semantic and phonological errors instantaneously.

Data Analysis and Interpretation

The data gathered from the Pre and Post-tests were analysed and presented using Pie-charts in order to comprehend the phenomenon under study. Firstly, pre-test scores were presented and analyzed followed by post-test scores on oral presentation.

Pre-tests cores of the respondents are as follows

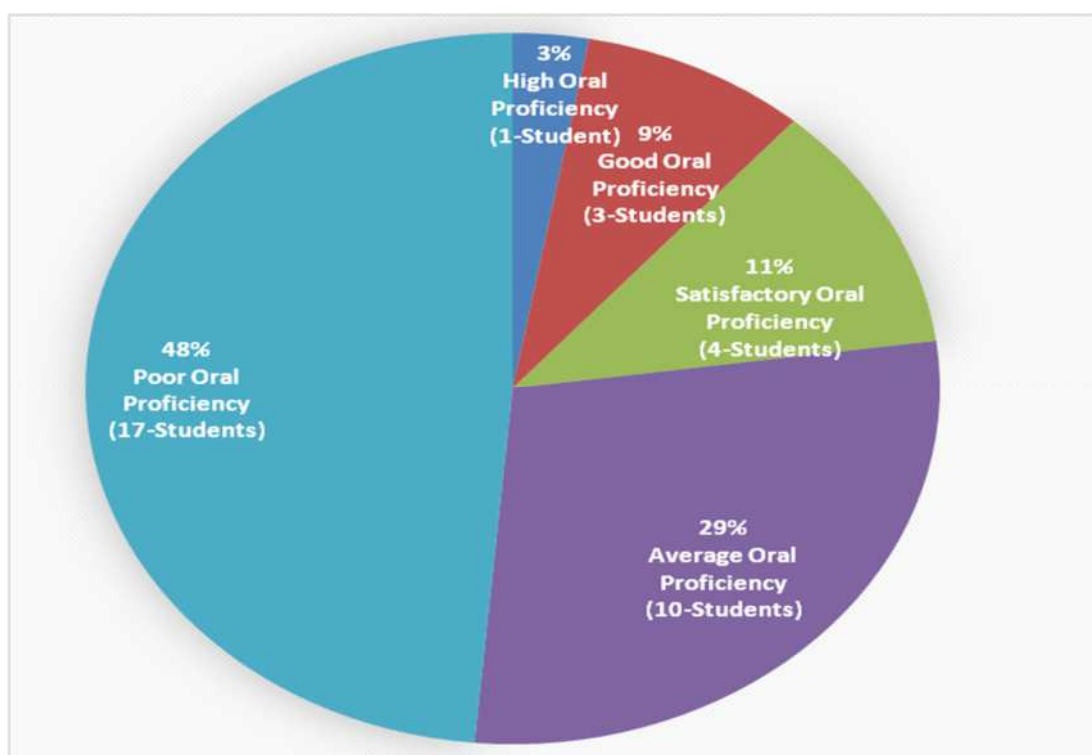
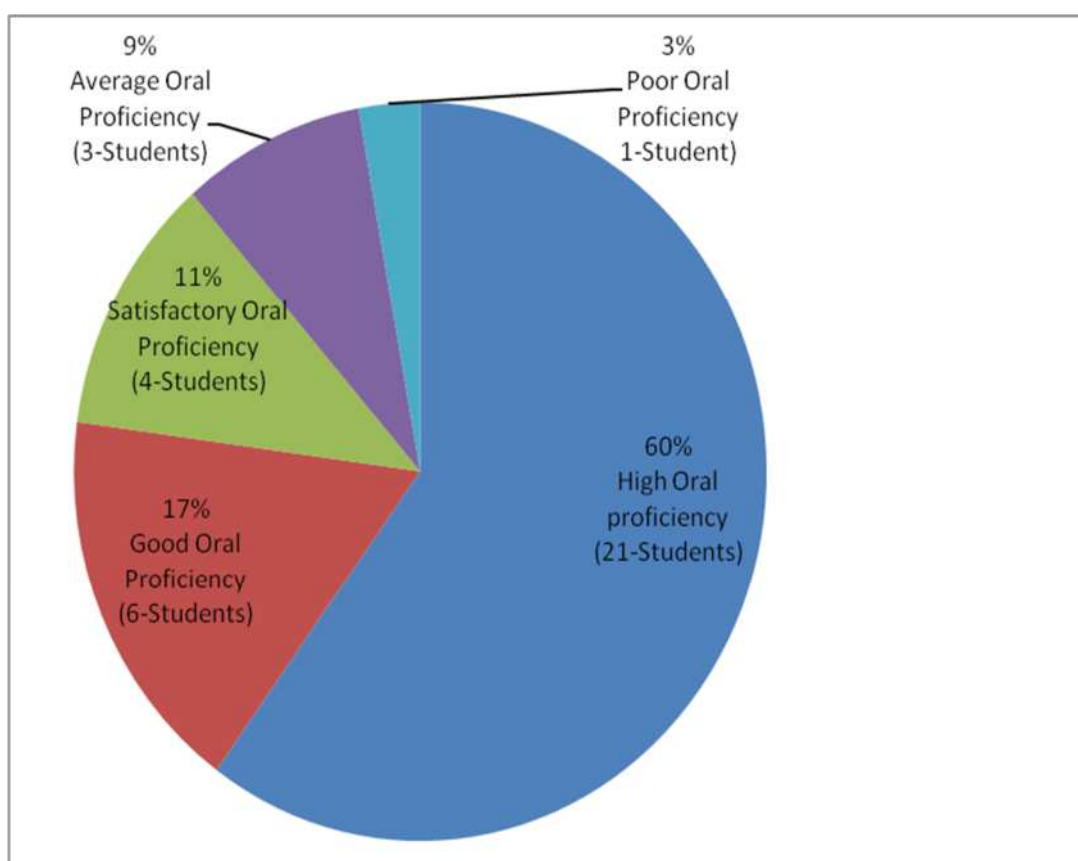


Chart1-Pre-testscores

Pie-chart-1 presents the proficiency scores of the respondents obtained in the pre-test. 48% of the students found to have poor oral proficiency while 29% of the subjects were average proficient users of English. Only one respondent had scored around 18 marks of 20 which is the smallest percentage in the sample. But 3 respondents scored between 15-17 marks which is an indication that those students seem to be good at oral proficiency.

Therefore, it is evident from the chart that majority of the subjects have very minimal proficiency in English and hence, they can't fulfil their communicative needs and may fail in their job trails as they are not proficient users of English.

Pie Chart-2 Post-test Scores on Oral Proficiency

The pie-chart2 shows the data from the Post-test oral proficiency scores of the respondents. Out of 35 students, 21 students scored 18 marks (60%) on the test. 17% (Six) respondents were seemed to have good oral proficiency while 11% (4 students) scored between 11-14 marks.

But, surprisingly only 3% fell under poor proficiency. Hence, it is obvious that students who scored very less in pre-test had performed in post-test when compared.

It is a clear indication that respondents outperformed in post-test and their proficiency levels seem to have increased after the intervention.

Findings & Discussion

Findings of the study indicate that the intervention has a positive impact on students' English proficiency as it is shown in pre and post-tests scores. It is astonishing that after orientation, 60% students in the study have secured and outperformed in the post-test whereas their scores in pre-test were very low and likely to be considered as poor proficient users of English. Therefore, the intervention that was conducted on presentations had affected the students' confidence and stimulated their interest as well. Moreover, their spoken language is relatively good, and they have not shown fear and maintained decent body language too.

One of the major findings of the study is that students who were part of this programme found to be autonomous and independent learners because they were given choice to choose their own topics, which in turn could scaffold their improvement. It is also noteworthy that many students showed their interest and individual spoken styles when they were encouraged by the teacher and some students asked the audience many questions at the beginning of their presentation to make their presentation session more active and interactive. Hence, it is evident from the study that students can be autonomous learners if certain conditions are provided in the classroom by minimizing teachers' role as mere facilitator. It also informs us that students can get learning opportunities if teachers motivate them. An autonomous learner establishes "a personal agenda for learning" by setting up directions in planning, pacing, monitoring and evaluating the learning process (Little, 1994, cited in Benson, 2007).

CONCLUSION

Presentation skills are paramount in helping students' English proficiency which will enhance their verbal and non-verbal communication. It also provides adequate opportunity for learners to improve their speaking skills. Encouraging learners by giving freedom and choice to prepare their own materials enable them towards independent learning thereby develop their English proficiency. This study comes out with the recommendations that ESL teachers can use the presentations as tools to provide the platform for their learners to improve their speaking skills. Teachers can give the good amount of time for their students in their regular classes. Then, learners not only improve their speaking skills but also develop a kind of autonomy in their learning style to meet professional and personal language needs in their life.

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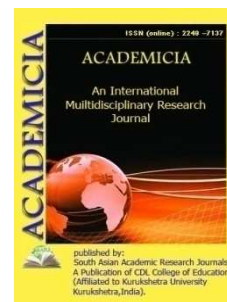
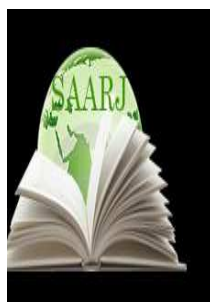
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A DESCRIPTION OF THE GUIDELINES USED IN THE DESIGN OF MODERN DESIGN NETWORKS AND PRE-PRINTED MULTI-PAGE PUBLICATIONS

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ABSTRACT

The introduction of new information and communication technologies in the printing industry has opened up a wide range of opportunities. This article discusses the basics of making multi-page publications, the computer programs used, and a brief history of them. The recent history of graphic design has developed rapidly in the process of technical development from the 1800s to the XIX century, and was used mainly for artistic purposes.

KEYWORDS: *Design, Decoration, World Standards, Printed Matter, Printing, Industry, Computer Manuals, Publishing, Graphic Design.*

INTRODUCTION

The new and innovative opportunities created by new information technologies in any field of development are always noteworthy. Today, with the help of new technologies, it is possible to carry out various activities that took months, years and time in the early days, several times

easier and more convenient. Intellectual competence, conditions and desire alone can create the ground for quality and speedy achievement of all goals.

In recent times, modern concepts and tendencies have been rapidly entering the modern world, and society is rapidly accepting them and integrating them into everyday life. At the beginning of the last century, the concept of design was a new and not fully understood term, but today the field of design and related new expressions are gaining popularity.

Media design, graphic design, printing design ... They have a number of intertwined and different features. At the same time, today design is considered a modern profession, along with the main profession, a hobby, and specialists in other fields are trying to acquire additional knowledge.

Media design - refers to the appearance, shape and condition of media products that can be transmitted through the mass media. The main feature is the development of information that has a high impact and propaganda power in the current media environment. Television is often a product of a combination of animation and sound.

Graphic design is the development of materials for electronic distribution, often serving as content for SMM (Social media marketing). The recent history of graphic design has developed rapidly in the process of technical development from the 1800s to the XIX century, and was used mainly for artistic purposes. The term "graphic design" was first used as a term in 1922 in the New Kind of Printing Calls for New Design by the famous book designer William Addison Dwiggins in his August 29 issue of the Boston Evening Transcript.¹

Printing design is the production of printed products based on the features that meet the requirements of the technology of duplication-printing process with the help of computer technology. Printed products refer to the state in which a computer-generated copy is made on paper, fabric or paint.

The main feature of the printing house is the reproduction, which is aimed at printing a large amount of information in order to present a particular product to the public. These include newspapers, magazines, brochures, books, packaging and other products.

Multi-page printed products include books, newspapers and magazines, scientific pamphlets, collections, catalogs. Newspapers and magazines are periodicals that are published on a regular basis. All of these products have separate functions and features, the purpose of publication.

Today, despite the fact that the global periodicals and book industry has shrunk significantly compared to the last century, new information and communication technologies have provided opportunities to increase the quality and speed of work and processes. In a short period of time, creative and passionate work allows you to create quality content.

Periodicals and book publishing are carried out by publishing houses in all countries. The printing industry includes three main stages - pre-press, pre-press and post-press. Pre-printing processes are carried out by the publisher or editors.

Today, the number and skills of specialists working in publishing houses are different, and together they publish printed materials in harmony with science and creativity. Editors, editors, page designers, and artist designers are actively involved in the pre-printing process as key specialists.

The most important issue in editorial and publishing work is the text, its status, type, direction - the form and purpose of the information to be transmitted, and certain standards are set.

The main computer programs commonly used in publishing are:

- Adobe PageMaker;
- Adobe In design
- Quark X Press;
- Microsoft Publisher;
- Page Plus;
- Ventura Publisher.

However, no matter how complex these programs may be, it is easier to implement the text, pictures, tables, diagrams, etc. that are prepared for publication in other programs.

All over the world, working with text is done mainly in Microsoft Word - a computer program. If you just want to write plain text, you can use Notepad, but you can use Microsoft Word to make the text universal and beautiful.

When preparing multi-page publications, the main importer is the document prepared in Microsoft Word. The document will have to go through certain stages of editing and proofreading before it can be submitted.

Adobe PageMaker is one of the first computer programs that allows you to create multi-page prints. Adobe PageMaker (formerly Aldus PageMaker) is a 1985 computer program developed by Aldus Corporation.²

The combination of the Macintosh graphical user interface and PageMaker, as well as the Apple Laser Writer laser printer, led to a major revolution in this field, which allowed the work to run on Windows since 1987, and became popular.

A key factor in PageMaker's success was that Adobe Systems supported PostScript's descriptive language. In 1994, Adobe acquired most of its Aldus assets and released its sixth version. Although the program remained a major force in the high-end pageanting market in the early 1990s, the program remained a major force in the high-end DTP market in the early 1990s, but its new features have slowed. He has new competitors.

In the mid-1990s, Quark Xpress and Ventura emerged as its main competitors. However, in 1999, Quark Xpress proposed to purchase and cancel the product, at which time Adobe In Design was introduced to the public. The latest version of PageMaker was released in 2001 and was licensed by Adobe in Design at a reduced price.

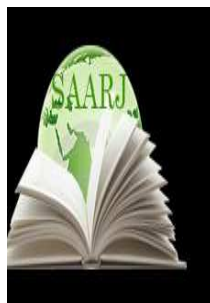
Since then, Adobe in Design has entered the printing industry, providing a wide range of opportunities, and the quality and capabilities of multi-page publications have reached a new level.

Adobe In Design was launched on August 31, 1999 and is available in 24 languages. Formed on the basis of C ++ programming language, it is the best helper in the preparation of multi-page media products for publishing and printing.³ In addition, the program, along with Adobe Digital

Publishing Suite, can create content compatible with tablet devices. It also supports the export of printed publications - newspapers, magazines, books, brochures, as well as electronic magazines, tablets and other gadgets compatible with EPUB and SWF formats. In addition, In Design XML supports style sheets and other coding symbols, and can be used to export labeled text content for use in digital and online formats. In short, the program is multifunctional and helps to fully implement all the tasks of modern requirements.

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LINGUOPOETIC FEATURES OF PROVERBS IN THE POETRY OF T. MATMURATOV

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ABSTRACT

In the article the usage peculiarities of the proverbs used in the works of T. Matmurov is given. Proverbs used by poet as syntactic devices and modified for a specific purpose, as well as created proverbs by poet based on life experience are told. Proverbs are also used in the spoken language in the literary works, in everyday communication for a specific purpose. Well-known scientist A. Bekbergenov said: "Along with phraseology, folk proverbs are one of the most powerful artistic tools in the language."

KEYWORDS: Proverbs, Syntactic Device, Wise Words, Lexical Transformation, Grammatical Transformation, Structural Transformation.

INTRODUCTION

Proverbs are figurative words of wisdom that contain the history of each nation's many captives, their way of life, customs and life experience.

Linguistic dictionaries of proverbs state: "Proverbs are figurative folk sayings that have the meaning of advice, meaning a complete idea" [1;166].

In fact, in proverbs and sayings the advice and educational features are powerful. At the same time, any proverb is a collection of opinions based on the experience of many years of life of the people.

The terms "proverb" and "phraseology" in the Karakalpak language were first used by Doctor of Philology, Professor K. Aimbetov. In his work, the scientist points out the similarities and differences of phraseology and proverbs: "“Examples of figurative speech in the spoken language of the people are called phraseology, and linguists introduce this form of short phraseology (figurative, sharp) of oral literature into the linguistics. In our opinion, the phraseological form of the word does not go far from the proverb, only the difference between the phraseology and the proverb is that it is short. For example, he pointed to the hollow of his neck, between his eyebrows and his eyes, and so on.” [2;92].

Proverbs are also used in the spoken language in the literary works, in everyday communication for a specific purpose. Well-known scientist A. Bekbergenov said: "Along with phraseology, folk proverbs are one of the most powerful artistic tools in the language. They help to deepen the artistic, figurative, deepening of thought in literary works" [3;40]. The scholar points out that proverbs are unique in that they are used to enhance the beauty of language.

The works of Tolepbergen Matmuratov, who is one of the poets who passed from father to son for many centuries, embodied the customs, way of life, wisdom of the people, and contributed to the transmission of sharp words to future generations, are full of proverbs and sayings.

As T. Mambetniyazov stated in the article "Kevil tarlari": "the poet can find what he needs in the "mysterious box" of poetry, and convey it to his people in a figurative way. His poems, with their philosophical depth and richness of emotions, motivate a person to live. T. Matmuratov's poems are distinguished from the works of other poets by their peculiarities" [4;20], in his works poet used proverbs to deepen the philosophical ideas of proverbs, to illustrate their works.

In the process of collecting and studying the proverbs in the works of Shayir, we decided to divide them into the following groups.

1. Proverbs as a syntactic structure.
2. Modified use of folk proverbs in poet's works.
3. Proverbs and wise sayings that belong to the pen of poetry.

Proverbs as a ready-made syntactic structure without any changes do not make up the majority in resin works.

The scientist D. Turdalieva said that "proverbs, even if they are part of other sentences as a ready-made syntactic structure, their verbal status is fully preserved. It is important to note that folk proverbs retain their originality both when used individually and when transformed into a part of speech. This shows that the proverbs of the people have both internal and external stability, and from this side they are one step higher than the phraseology. [5;13].

Proverbs in the form of syntactic structures in poet's works have played a variety of linguopoetic functions.

“Palegiashshy.

Tuynegidushshy "

Bulsonyndayzhaksy oy,

Kawynnnashshypalegi,

Al, tuynegitatlygoy. [6;72]

This proverb in the line of poem is given in Karakalpak folklore in the form of "Kawynnnashshypalegiashshy, Tuynegidushshy". It is also used among the population without any changes. The poet used not adding the word melon, but by fulling the next line, he managed to use the proverb without any changes. This supplement is explained in the second part of a much broader appendix to confirm the infinite love of the mother.

Ana degenzharyklyk

Perzentineberipbarlykdushshyny,

Kalsadagymiyawytlyp,

Ozialypqalarashshyny.

Sonlyktan da onynatasy

"Palegiashshy" dep. Kabakuyedi.

Birak, sondayzhaksysongybahany:

Tuynegidushshy "dep

Ulynsuyedi. [6;73] ("Ana degenzharyklyk ...")

The antonyms “ashshy-dushshy (sweet-chilly)” in the proverb in the poem served as a linguopoetic. This is because the second component of the proverb served the linguopoetic function to express the poet’s feeling and opinions, not the first component of the proverb.

“Yrymdegenlerinketedikyryn,

Suwkormeysheshiwgebolmasetikti "[6;78]

Comparing this proverb with Karakalpak folklore, we noticed that it is given in the form of "Suwkormeyetikhsheshpe (Do not put off the boots without seeing the water" [7;93] and is used in the same way among the people. The proverb is used appropriately by the poet to confirm his opinion, and the use of the word “bolmas” in the poem by the poet is due to the equality of the number of syllables. That is:

“Y-rym de-gen-le-rinke-te-di ky-ryn, (11 syllables)

Suwkor-mey she-shiw-gebol-mas e-tik-ti” (11 syllables)

In order to prove the opinion of poet and in one of his works he used, "

“Er basynakuntuwsa -

Etigimenensuwkeshher,

At basyna kun tuwsa,

Auyzlykymenensuwisher, it is used in the Karakalpak folklore model as "suwlyk" [7;202] instead of the word "auyzlyk" [8;128]. In the "Dialectological Dictionary of the Karakalpak language" by D. Nasyrov and O. Dospanov it is stated that "suwlyk (A.) - so-called auyzlyk (put in the mouth of a horse) in the literary language" [9;270]. Thus, these two words are used equally among the people.

In the work "Surnikseniz de" of poet the proverb "Zhanylmaszhakbolmas, surinbestuyak" is in the form "Zhanylmaszhakbolmas, surinbestuyakbolmas" in Karakalpak folklore and he preserved the equality of the number of syllables by omitting one of the verbs *bolmas*.

Zhanylmaszhakbolmas, surinbestuyak,

Adasypkalywdynazabizhaman,

Dos ashytypaitsazhanyngoi, birak,

Harkashantillerimazalyzhaman.

Along with this proverb, he used the second part of another proverb. The use of two proverbs by poet does not seem to be misused, on the contrary, it seems to be used to enhance the meaning, to enhance the figurativeness. At first glance, the full proverb is not seen, but it is clear that the proverb "Dushpankuldirip, dos ashytypaytady" [7;187] is meant which is often used among our people.

Zhanylmaszhakbolmas, *surinbestuyak*,

Buzbanyz, doslarim, konilbirligin,

Omirezholaryndasurniksenizde,

Shynlykkapysynakaraysurnigin.

Zhanylmaszhakbolmas, surinbestuyak,

Taslary kop bolaromirtawynyn.

Zhanylmaganzhaksy, zhanylsanyzda,

Shynlykshezhiresinsoylepzhanylyn. [10;68]

The poet's unique skill and uniqueness in the use of proverbs as a syntactic structure is that he used the proverbs "palegiashshy, Tuynegidushshy", "Zhanylmaszhakbolmas, surinbestuyak" to reveal the meaning and widely explain them with the life experience, in the form of advice.

The next group of proverbs used in the works of poet is **"Modified use of folk proverbs in the works of resin"** or a variant, and the proverbs in this group are much more than the proverbs of a syntactic structure.

In a proverb that takes the form of a variant in a literary work, there may be a transformation related to all aspects of the language (phonetics, vocabulary, morphology).

Depending on which part of the proverb has changed, it can be divided into groups. Z. Valery divided into groups depending on which part of the proverb has changed, lexical transformation (a), grammatical transformation (b), structural transformation (c) [11;33]. We support the

classification of Z. Valery. It helps to identify changes in the content of proverbs modified by the resin and to reveal the purpose of its application.

1. In proverbs that have undergone lexical transformation, one word is replaced by another:

Bizineldekonakatannanulli,

Konak kelse sam-sazturgantorkuler [6;9]

"Miymanatannanulli" [7;140]

In this proverb, the word *miyman* (guest) is replaced by the word *konak* (guest).

Tarezideytenbolmai,

Uylespeidisozyk,

Bir-birinekulbolmay,

Awypketerkhozhyk. [6;39]

Harkimbatpanbolsada,

Oz uyininkulybolar.

The proverbs "Bir-birinekulbolmay, Awypketerkhozhyk" and "Harkimbatpanbolsada, Ozuyininkulybolar" [7;142] are equal by the meaning. The words underlined in the proverb have undergone a lexical transformation. This proverb was skillfully applied by the poet as if absorbed into the work.

Ok penenadamtaninzharalasan,

Tawirbolipketedidawalasan,

Sozbenenadamzhanynzharalasan,

Sozindionnankaytipalasan. [12;34]

That is, the proverb "Ok zharasypiter, sozzharasypitpes" was used by the resin by changing the component "ok zharasypiter" with the words "ok penenzharalasantawirbolypketedi (If you are wounded by a bullet, it recovers), the verb *piter* is changed with the word which has similar meaning *tawirbolypketedi*. The second component "sozzharasypitpes" is changed and used like "sozbenenzharalasan, sozindionnankaytipalasan (if you are injured by a word, you take back your word from him)" and the word "pitpes" is changed to a phrasal word *sozinkaytypaliw*. It is natural that there are differences between the proverbs used in folklore and proverbs used in the works of resin or adding the words in them. Most of the proverbs in oral speech are based on laconism. The use of the same form of proverbs in the works of resin may not correspond to the harmony or the number of syllables.

2. In proverbs that have undergone a grammatical transformation, only the grammatical form changes, not the word.

Altynperishtenizholdanshygarar,

Kaitaiynraydan, oloyimolmas [10;97]

"Altynkorseperishtezhholdanshygady" [7;233]

2. Ata-babam neniarmantepedi,
 Sozsa da shekpenidizgezhetpedi,
 Dawletsizdidawletlininlytleri,
 Tuyeninustinenkawganemespe ... [6;41]
 "Biydawlettituyeninustineniytkabady" [7;75]

3. Shash al dese -
 Bas alatugyneserdin
 kuralyemes. [8;51]
 "Shashalamandep, basalgannansaklan" [7;146]

3. In the structural transformation the syntactic structure of the proverb changes:

Oziturgankishitobeni,
 Geybirewlerulkentaw deidi. [6;28]
 "Karamykozin bagsanar, tobeozintaw sanar" [7;38]
 Adamlargazhatbolywayip,
 Birbolgan son biz mingenkayik. [12;41]
 "Telpekkiyenninarybir
 Kemegemingenninzhanybir" [7;183]
 Ospesbalaonbesdawdyawlaidy
 Iytlerureberedigoikarwanga [10;95]
 "Iyturer, karwan kosher, urer-ureruniosher" [7;50]

The component of this proverb, which has self-esteem meaning, "tobezin taw sanar" has been used by the resin to impress and reinforce the idea of the poet. Also, such structurally different proverbs are used in the resin works for certain purposes. For example: "Buwynsyzgoy kyzyltildegen" [10;75] - "Tilbuwynsyzy-oy tupsiz" [7;159], "Sen de may ishinetuskenkumalak, kumalaktyalyptaslawymkerek" [10;95], "Birkumalakbirkarynmaydishiritedi" [7;197], "Zhaksydan zhamantuwylp, ata-anabawryndaglar" [6;101] - "Zhaksydan zhamantuwsaemitabyllmas, zhamannanzhaksytuwsa, tajip" [7;111], "Geydediydarkoripturmasan, otbasyndagurrinkurmasan, tuwyskan da zhatbolardeydi" [12;41] - "Kormegen zhatbolady, korispegenuyatbolady" [7;118].

In addition, in the works of resin are used not only the ready-made proverbs of the people, but also the proverbs and sayings that contain wisdom, philosophical thoughts and life experiences. For example:

1. Biradamkaidabararkoshiliksiz. [6;12]
 2. Khozhalyktyazgyrar,
 Birartyk, birkemsalmak [6;39]

- Garry zyrzhuwyrarnege bas turyp,
Ayaktorgeshygarnege bas turyp. [6;41]
3. Niyetkalysbolsamanzilzhetkerer. [6;47]
4. Torkinkuwlaganhazgezharymas. [6;49]
5. Pasykadamkayzhaklargabarsada,
Kaitarynda "tezek" alypkaitady. [6;49]
6. Adamzattynkorkibolarar-uyat,
Ar-uyatdegeninbarinenziyat. [6;52]
7. Kulinkyzlar, birakkulkinin,
Kattysynaboyinuyretpe. [12;22]
8. Ken desektedunyani,
Tarlygy bar onyn da,
Hazdesektedunyani,
Korlygy bar onynda [12;8]
9. Kozinkormegenshesozgeisenbe [12;38]
10. Geide-geidekerekekenkaygy-gam,
Kaygy –gamsyzgeybirewleraynygan,
Duz ashshybolsa da kutahasyldy,
Olmazalyeterishkenasyndy [12;21]
11. Omir degenhazlikpedepoylasak,
Birzhagyndamashkalasy bar tagy [12;40]
12. Adamnynkaygisikuldirmeshargiz [12;24]
13. Ana bilerkyzdynminezin,
Zergertanyrkyzdynsyrgasyn [13;6]
14. Kisi kewilinkaldyrywgakorkasan,
Zeyingetiyyenlerkeyin kor bolar [13;7]
15. Kurykiyalbolmasonaly,
Boskiyaldabolmaidysalmak [8;62]
16. Altyngumisbolmas, gumiszhezbolmas,
Murynmurynbolarekikozbolmas. [8;64]
17. Zhaksykerekzhergezhamandusbolar,
Zhipkedizebersenoyintabylmas [8;64]

18. Zer kadirlibolmasa,
Hasylzatzerdenbolarma.
Er kadirlibolmasa,
Izzetitordenbolarma.
Gul kadirlibolmasa,
Guldasteguldenbolarma.
Turkadirlibolmasa,
Gulden gulsulywbolarma.
Zholkadirlibolmasa,
Zholdanzholduziwbolarma.
Nur kadirlibolmasa,
Olgengeshyrakbolarma.
Wakytadirlibolmasa,
Zhakynhamzhyrakbolarma.
San kadirlibolmasa,
Baslanyw "Birden" bolarma.
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Doslykkadirlibolmasa,
Dokazhankiyganbolarma.
Zhasawkadirlibolmasa,
Adamiyzattynbalasy,
Omirgemiymanbolarma. [12;11]

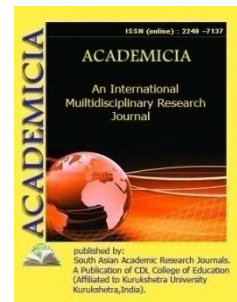
19. Zhaksylyktynbelgisi:
Sozleraytsansyndyrmas,
Bir sozindiekietyw,
Ekisozdibirkylmas.
Zhamanlyktynbelgisi:
Zhaksysozdizhaktyrmas,
Aktykarakylarda,

Karanybirakakkyllmas. [8;56]

In short, the linguo-poetic differences of the proverbs in the works of resin are the fact that the artistic, influential, evidence of opinion, the main characteristic feature of the work of resin is the attempt to explain the proverbs and reveal their content in a much wider way.

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THE STATE ESTABLISHED IN THE EAST OF THE CALIPHATE– THE SAMANIDS

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ABSTRACT

This article is about the genealogy and history of the Samanid dynasty, which emerged in the eastern regions of the Abbasid Caliphate in the middle of the ninth century. The information given in the article is based on historical sources. The consensus of various sources is that this dynasty was from the Sogdians. This is probably due to the fact that the authors of these sources aimed to gain political attention to the Samanid family. The regions of Mawarannahr and Khorasan were considered to be the rebellious regions of the Abbasid Caliphate during the rise of the Samanids. The most famous of these revolts rose in 805-806 under the leadership of Rafi ibn al-Layth. At the same time, the Saffarid threat was growing. Ya'qūb ibn al-Layth managed to cross the Jaihun River and enter Bukhara. At that time, Ahmad ibn Umar, the representative of Nasr ibn Ahmad, hid in fear of the situation.

KEYWORDS: Bahram Chobin, Saman Khudat, Tamghach, Qudat, Sahib al-shurta.

INTRODUCTION

It is known that the history of the Arab Caliphate is divided into the period of the Rashid Caliphs (632-661), the Umayyads (661-750) and the Abbasids (750-1258) [2: 41-228]. In the last two of these periods, the fate of Khorasan and Mawarannahr was closely linked to the Arab Caliphate. Especially during the Abbasid caliphate, various dynasties began to emerge in these regions. One of them was the Samanids.

RESULT AND DISCUSSION

The origin of the Samanid dynasty is territorially indicated in some sources as Samarkand, and in others as Balkh or Tirmidh [8: 136; 3: 1026]. However, if we look at the early activities of the members of this dynasty, we can see that they were from Balkh. According to the narration in Narshakhi, the father of the Samanids, Saman Khudat, lived during the reign of Asad ibn Abdullah al-Kasri, the governor of Umayyads in Khorasan. He left Balkh as a result of the attack of his enemies and went to Merv to the governor of Khorasan. Saman Khudat defeats his enemies with the help of the governor. By order of the governor of Khorasan, he was appointed as ruler of Balkh. In response to the help of Asad ibn Abdullah, Saman Khudat converted to Islam and named his son Asad. Continuing his sentence, Narshakhi writes that Saman Khudat built a village named after him.

Narshakhi also noted that just as the Emirs of Bukhara were called Bukhar Khudat, he was also called Saman Khudat. He connects his lineage with the famous Sassanid commander Bahram Chobin [13:90]. According to Sam'ani, the genealogy of Saman Khudat is given in the form of Saman ibn Khayyar ibn Mor ibn Noshat ibn Tamghan ibn Bahram Chobin. Yaqut al-Hamawi narrates in the form of Saman Khudat ibn Juba ibn Tamghat ibn Nushrat ibn Bahram Chobin [12: 80-81]. Ibn al-Asir narrates as follows: Saman Khudat ibn Jasman ibn Tamghas ibn Nushrad ibn Bahram Chobin ibn Bahram Khushansh [7: 232]. In Gardizi, the lineage is in the form of Saman Khudat ibn Hamta ibn Nush ibn Tamgasab ibn Shadil ibn Bahram Chobin Qayumars [4:16]. The names Tamghan, Tamgat, Tamgas, Tamgasab mentioned in the above sources are most probably related to the title Tamghach in Turkish. The consensus of various sources is that this dynasty was from the Sogdians. This is probably due to the fact that the authors of these sources aimed to gain political attention to the Samanid family. Because there are sources that say that the Samanids were Turks. Turkish scholar Shamsiddin Gunaltay, based on Rashiduddin Fazlullah's "Jame' at-Tawarikh" and Muslihuddin Lari's "Miratul-adwar", argues that the name Saman Khudat actually comes in the form of Saman Yavgu Khudat. Also, Abul Faraj al-Jawzi in his work "al-Muntazam fi tarikh al-muluk" argues that the name "Saman" comes in the form "Shaman" and that Saman Khudat is Shaman Yawgu Qudat. Qudat, which means Mawla in Turkish, is the same as Khudat in Persian [10: 76-78]. In conclusion, the region of origin of the Samanid dynasty is most likely Balkh, and in terms of genealogy there is also the possibility of being Turkic. Because Balkh, one of the centers of Buddhism, once served as the capital of the White Huns. This area is described in "Hudud al-Alam" [6: 111] as the place where the Khalaj Turks lived. It can be inferred from this that the origins of the Samanids are also likely to go back to the White Huns.

The regions of Mawarannahr and Khorasan were considered to be the rebellious regions of the Abbasid Caliphate during the rise of the Samanids. The most famous of these revolts rose in 805-806 under the leadership of Rafi ibn al-Layth. Rafi ibn al-Layth captured Samarkand with the help of the Turks. He strengthened his position in the region with the defeat of the army of Ali ibn Isa ibn Mahan, the governor of Khorasan. In response, Caliph Harun al-Rashid sent an army

led by Harsama, the governor of Iraq. However, as a result of the defeat of the rebels, Harun al-Rashid set out for Khorasan with his son Ma'mun. In order to prevent the rebellion from spreading to the whole region, Ma'mun appeals to the descendants of Saman Khudat to help him. With the help of the descendants of the Saman Khudat, Rafi ibn al-Layth was forced to choose the path of reconciliation, and thus this danger was averted. Harun al-Rashid died in Tus on his return from this journey, and was succeeded by his son Ma'mun. Ma'mun sent a letter to Ghassan ibn Abbad, the governor of Khorasan, to reward the services of the descendants of Saman Khudat. In return, Ghassan ibn Abbad gave Nuh ibn Asad Samarkand, Ahmad Fergana, Yahya ibn Asad Shash and Ustrushana, and Ilyas ibn Asad Herat [13: 108; 7: 232; 11: 216-217, 226; 5: 175; 8: 136; 3: 1026].

In 821, Caliph Ma'mun relieved Ghassan ibn Abbad and appointed Tahir ibn Husayn in his place. From this period onwards, the Samanids once again began to appear on the stage of history. During the reign of Abdullah ibn Tahir (828-844), Ilyas ibn Asad was sent to Sistan to fight the kharijites. Sources state that Ilyas returned to Herat from Sistan and died there in 856-857. After Ilyas, his son Ibrahim was also sent to Sistan on the orders of Abdullah ibn Tahir to fight the kharijites. But he failed and returned to Herat. Some time later, Ya'qub ibn al-Laythas-Saffar organized an attack on Herat. Abdullah ibn Tahir sent Ibrahim against him. In the battle of Pushang in 867, Ibrahim was defeated and fled to Nishapur. Ya'qub ibn al-Layth chased him, captured him, and sent him to Sistan [7: 232-233; 8: 136; 3: 1026].

Ahmad ibn Asad, the founder of the Samanid state, began to appear on the stage of history in 820. After the death of Tahir ibn Husayn in 822, he was succeeded by his son Talha. At the same time, the Caliph Ma'mun sent an army led by Ahmad ibn Abu Khalid to recapture Ustrushana. The successful Ahmad ibn Abu Khalid later suppressed the revolt in Fergana against Ahmad ibn Asad as the patron of the Samanids [1: 626-627; 11: 227-228; 3:99].

Among the early activities of the Samanids, their struggles with non-Muslim Turks are of particular importance. Ibn Hawqal narrates: "The Caliph Mu'tasim sent a letter to Abdullah ibn Tahir asking how many soldiers there were in Khurasan and Mawarannahr. Abdullah ibn Tahir sent a letter to Nuh ibn Asad on this issue. Nuh replied, "There are three hundred thousand villages in Khorasan and Mawarannahr. If one of them came out on horseback and on foot, the people would not know whether they existed or not." [9: 210] Nuh ibn Asad, who began to move with the desire of ghazat, marched against the Turks in Isfijab in 840 [1: 614]. In the same year, Nuh ibn Asad assisted Abdullah ibn Tahir in capturing Hassan, the son of Afshin ibn Kavus, one of the commanders of the Caliph Mu'tasim [7: 448-449].

After the death of Nuh ibn Asad in 227/841-842, Tahir ibn Abdullah handed over the administration of the territories under his control to his brothers Yahya and Ahmad. Although there was a power struggle between Ahmad and Yahya, the sources do not mention this. But it is known that Ahmad took power into his own hands. He handed over the administration of Samarkand to his eldest son Nasr and Shash to his son Ya'qub. After the death of Ahmad ibn Asad in 250/864-865, his son Nasr entered the stage of history as the leader of this family. In 875, he received a decree from the Caliph Mu'tamid to take control of Mawarannahr [7: 232; 8: 136-137]. As a result, the official foundation of the Samanid government was laid in this region.

Detailed information about the conquest of Bukhara by the Samanids can be found in the work of Narshakhi. In 872, Hussein ibn Tahir of Khwarizm captured Bukhara as a result of a five-day

struggle and intensified the violence in the city. The people of Bukhara united against this and succeeded in expelling Husayn ibn Tahir [13: 109].

At the same time, the Saffarid threat was growing. Ya'qūb ibn al-Layth managed to cross the Jaihun River and enter Bukhara. At that time, Ahmad ibn Umar, the representative of Nasr ibn Ahmad, hid in fear of the situation. The Saffarids, who captured Bukhara, ruled here for a short time. When the people of the city did not like the rule of the Saffarids, the city administration was soon handed over to Husayn ibn Muhammad, a descendant of Abda ibn Hadid. When he, too, was fired, the city left without a leader for some time [7: 233].

In order to settle the situation in the city, the scholars of Bukhara led by Abu Abdullah, the son of Hodja Abu Hafs, asked Nasr ibn Ahmad, who was in Samarkand, to send an emir to them. In response, Nasr sent his brother Ismail ibn Ahmad to Bukhara in 874. When Ismail approached Karmana, he sent a letter to Husayn ibn Muhammad, who was still in charge of the city, and appointed him his deputy.

As a result, Bukhara was captured without a fight, and the name of Ya'qūb ibn al-Layth was removed from the sermon and replaced by the name of Nasr ibn Ahmad. After some time, Ismail left Abu Zakariya Yahya ibn Ahmad ibn Asad in Bukhara as a representative and went to Samarkand without the permission of his brother Nasr. Enraged by this arbitrariness, Nasr kept him under control in the Samarkand fortress for thirteen months. At the request of his cousins Muhammad ibn Nuh and Jabbar ibn Hamza, the two brothers reconciled and Nasr sent Ismail back to Bukhara. However, in order to control his brother, Nasr appointed Ismat ibn Muhammad al-Marwazi and Fazl ibn Ahmad al-Marwazi as his ministers.

Opposition groups of 4,000 men who saw Ismail's departure from Bukhara as an opportunity, planned to attack the city. When Ismail returned, he began by destroying the group, and appointed Sahib al-shurta Husayn ibn Ali as commander. The captives of the battle were sent to Samarkand. After some time, it became clear that Husayn ibn Tahir from Khwarizm was planning to attack Bukhara. Taking the opportunity, Ismail passed the river of Jaihun and defeated Husayn ibn Tahir's 2,000-strong army, ending his first struggle with victory. [13: 109-112; 5: 77-78; 8: 137]. Next events were marked by struggles between the Samanid brothers. As a result, Ismail defeated his brother Nasr in 888 and seized power [13: 112-116].

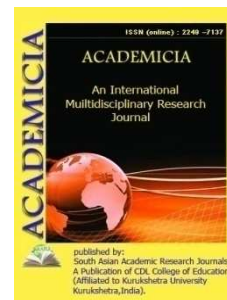
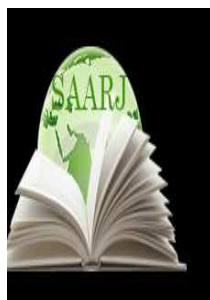
CONCLUSION

In conclusion, the political, military, and religious situation in the remote regions of the Abbasid Caliphate led the Samanids to the stage of history. The coming to power of Ismail ibn Ahmad became the most important date in the history of this dynasty.

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MAIN NOMINATION AND PRINCIPLES OF ETHNOGRAPHERS

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ABSTRACT

This article explores the ethnographic materials that are common in the language of folk epics. The peculiarities of the use of ethnography are analyzed by dividing them in semantic groups. On the one hand, it is possible to analyze ready-made language forms and ask what their semantics are. The second way is to first select any meaning that interests us and then convey it in clear language units. These words form the backbone of the Turkic word layer. It is known that each nation call organs with words of his native language. It is almost impossible to name organs with words from other languages, if it occurs, it can occur infrequently.

KEYWORDS: *Nomination, Ethnography, Part Of Body, Military And Kinship Terms.*

INTRODUCTION

Ethnographies are lexical units that have been shaped in relation to the life of the people. They reflect the national identity of each nation. Studying such words helps us a lot to identify a nation and its ethnocultural features. In this regard, the study of the language of folk epics and the definition of the semantics of ethnographies that occur in them will significantly enrich our understanding of the traditions of our people.

There are two ways to study the semantics of a language. On the one hand, it is possible to analyze ready-made language forms and ask what their semantics are. The second way is to first select any meaning that interests us and then convey it in clear language units. The first case is called semasiological analysis, and the second is called onomasiological analysis. In linguistics, there is a comparison between semiotics and onomasiology, but these are interrelated sections of semantics. The way of analysis is often determined by the goals and objectives of the study.

When analyzing ethnographic vocabulary, we often choose the onomasiological path. After all, the nature of terms, the definition of their types is called onomasiology. The purpose of onomasiology is to create a theory of nomination. The main task is to "learn the methods and tools of naming the elements" [19: 222].

Nomination is a concept given to a word that reflects certain properties of a thing. In this article, we will explain some terms associated with the nomination. The principle of nomination is the principle of choosing one of the various qualities. This is now the reason for the emergence of terms. Thus, the principle of nomination is an important category that appears in the minds of people. There are two ways to nominate. In the first method, it is determined by the root of the word, and in the second, it is determined by comparison with the existing word. The method of nomination is the phonetic, morphological, lexical-phraseological and syntactic units that are directly involved in word formation.

Basically, nomination is directly related to people's way of thinking and their practical work. When a person gets acquainted with a new object, he chooses one of its properties. However, in the human brain, one or more of their qualities appear. That's why the nomination of terms has a sudden character. At the same time, the choice of the term is not free, this process is limited by various factors.

The formation of the Karakalpak written literary language has a long history. It is worth noting that the role of folklore in the formation of our literary language is significant. The factual analysis of Karakalpak folk tales shows that much ethnography can be traced back to several main groups. In this article, we will consider the following types of nominations:

1. Nomination by morphology. In these terms, the word forming components are the words that describe the organs of humans and animals.

In the lexicon of epics, which the richest treasure of the Karakalpak people, there are many names of human and animal organs. These words form the backbone of the Turkic word layer. It is known that each nation call organs with words of his native language. It is almost impossible to name organs with words from other languages, if it occurs, it can occur infrequently. Scholars say: "... the terms of the human organs in the vocabulary of each language are the original words of that language, that is, the terms of the human organs are less assimilated than other languages [17: 193].

In the lexicon of Karakalpak folk tales there are several words that mean human members. These include the head, mouth, legs, arms, ears, nose, heart, armpits, liver, waist, ribs, face, eyes, chest, height, fingers, head, hair, heart, knees, and forearm, ankle, wrist. For example, Zhokarysy *koz*, *asty auyz*, *ortasynda murny tawdyn sengirindey synyndy buzyp tur yeken*, –dedi.

- Ay, inim, bizin elde ushyk ta kop, pushyk ta kop, zhylygyz zhanyym kalsa boldy, kesip ala ber, inim, - dedi. (epic "Bozuglan", p 220).

Okyanip tikireitse *kulakyn*,

Kara taska kayrap bassa *tuyagyn*. (epic "Kyryk Kyz", p 9)

On *kolynan* bir suidi, shep *kolynan* bir suidi.

Manlayinan zhup suidi. (Epic "Edige", p. 33)

Koz (eye), auyz (mouth), murny (nose), kulak (ear), tuyak (foot), koly(hand), manlay (forehead) in the above rows is the term of organs that is used in direct way. But the word *leg* can be used in the epics in both literal and figurative senses: in the sense of the end of something, in the sense of the leg that serves for the body to stand and move.

Zhurek (The heart) is a circulatory system. The word means "to move" in Old Turkic. For example, At basyndai som *juregi*, Kanaga siymay turady. Ya koltyktan, ya *zhurekten* ata koyganda masaksyz kamys ok tiymey otip ketpeydi (Epic "Edige", p. 33).

As we have already mentioned, this is one of the few words that can be derived from the other language. This is close by the sound structure in the Mongolian language "zyurkhe", in the Kalmyk language "zerke", in the Manchurian language "zhurege", in the Uzbek language "yurak" [1: 220]. The word is also found in Japanese as "kokoro". The word kokoro, which means heart in Japanese, is semantically and structurally close to the word "kokirek (chest)" in Karakalpak. This word is used in the form of "heart" in Mahmud Kashkari's "Devonu lugat-it turk".

Bauyr (Liver) is used in epics in the form of "bauyr" and "bagyr". For example, Koltygyna kysyp, bauyrna basyp, balasyn izine ertip, Sargayadi, soladi. Bagryy ottay kuyedi. (Epic "Edige", p. 150).

It is worth noting that the human organs mentioned in the above examples are used in several variants in the language of Karakalpak folk epics. For example, bash-bas (head), bauyr-bagyr (liver), zhuz-zhamal (face), kaddi-boy (body), zhan-zhurek (heart) and so on. The names of these human organs were also used in ancient writings. In particular, in the language of the Orkhon-Yenesei monument (VI-VII centuries) in the form of bas-bash(head), keuil-konil (soul), suyek – sunuk (bone), shash-sach(hair), dize-tiz(knee), in the work "Devanu-lugat - at-turk" these words are: auyz-agyz(mouth), moyin-boyin(neck), shash-sach(hair), zhu'z-zhuz(face), ayak-azak(leg), dize-tize(knee), zhurek-yurak(heart), emshek-emik(breast), bilek-bilak(wrist), suyek-sonuk(bone). From this it is clear that these words are also found in the language of ancient written memoirs, and have undergone various changes until to us.

The usage of these words in several variants in this form in folk epics certainly proves its unique artistic and rich linguistic features. For example: Ane, kardai eti, nurdai *beti*, onnan artik hesh bolmas Biypatmanin ummeti, *juzin* korgen jigitke jawar kudanin rahmeti. (Epic Bozuglan, p. 220).

2. Nomination by their service. In the historical and heroic epics of our people there are many names of military uniforms and weapons. This is because the epics depict the participation of heroes in battles, swordsmanship, competition for the beloved, military uniforms, weapons, their use and play an important role in resolving the situation.

Batryrlar ished mas bop sharabyn,

Mergen bolsan gozege jerden atarsan,

Kylyshlar sagynar jauda *kynabyn*. Or: Nesiyben bolmasa balam kaitarsan,
Garrymyzdan kalgan bir bayshinar bar,
Mergen bolsan *saryjayin* tartarsan. (Epic Koblan, p. 414)

The basic meaning of the word "kylysh (sword)" in the above examples is "a long, bent, dagger-like sword made of steel." Its second meaning also means that the tool is used for knitting cobwebs [16: 202]. However, in the example given above, the word served as a weapon. The word "kynap" means "a bag made of leather for swords and sabers." This bag protected the sword from frost and rain, and the prohibition of the sword in military campaigns was important in order not to cut the human body, that is, to ensure its safety.

The word "mergen (marksman)" is mainly applied to a person who is engaged in hunting. However, during the battle the good marksman was needed. Therefore, the art of sniping is one of the martial arts. This art has survived to the present day. Most of us don't pay much attention to the fact that the word *mergen* is a sniper. The word *saryjai* in the epic "Koblan", cited as an example, can be found in almost all the epics of the Karakalpak people. *Saryzhay* is an old shotgun. This is an archaic word. In particular, we can see that in historical works, instead of this word, the words "okzhai (arrow)" or "sadaq (bow)" are often used. Although the word *saryzhay* is less used in our country, we can see that this word is still actively used in related nations.

Kiyip *sauyt* arman menen shaylayyk,

Hamirinizge shegip beller bailayyk. (Epic Maspasha, p. 88)

The word *sauyt*(armor) in these rows means "military uniform." That is, clothes made of iron or steel wire to prevent bullets from passing through the bodies of heroes.

3. Nomination according to the material. In the lexicon of folk epics there are cases of naming products with materials. For example, they can be divided as follows:

1) Names related to construction. In Karakalpak folk epics there are also construction terms. Among them you can see more words related to construction, such as *saray*(palace), *Otau*(clan), *orda*(horde). For example, a *saray*(palace) is a place where khans sit:

Ak *sarayga* men koimadym zangini,

Men buzyp almadym kala bantini. (Epic of Maspasha, p. 124)

Orda(Horde) means "place of creation, place of gathering, place, occasion". For example:

Toksan *otau* kundiki,

Maldy bakka kuldiki. (Epic of Edige, p. 102)

In the example above, the word *otau* is "black house." That is, the black house (yurt), built by our people in ancient times, was made of flexible wood, which grows in the woods.

Aynalasyna otaudin,

Koladan *korgan* saldyrды (Epic Kirk kiz (Forty Girls), p. 123)

Korgan (mound) in this row is a shelter designed to protect against battle.

2) Clothing and hat terms. In Karakalpak epics, the names of clothes are not very common. However, shapan, a zer koylek (jeweled dress), a salle (turban), and others can be met. For example:

Zhyrtylgan son *shapanymdy* zhamadym,

Oz isime hesh te salak bolmadym. (Epic Forty Girls, p. 108)

Basynda bar *salle*si,

Iyninde bar mellesi. (Epic Alpamis, p. 65)

The shapan is "a long outer garment woven from cobwebs and sewn with cotton from various fabric materials." In ancient times, the shapan was worn by men. Jewelry dress is embroidered garments sewn with silk thread. And, of course, salle is a kind of hat that can be wrapped in any fabric material.

4. Nomination on the basis of age, sex and kinship. The people of Karakalpakstan have always been related to each other, which has led to the development of relations between older people. As in any nation, our people have a well-developed kinship and kinship relations. Therefore, when it comes to such ethnographies, it is worth noting that our people have a rich collection of them.

In our article, we divided the words that can be met in the lexicon of Karakalpak folk epics into three categories which express the gender, kinship, age:

1) In the Karakalpak folk epics we can see that the words baba, ata, apa, aje, bala, kyz, ul, perzent are widely used in terms related to kinship. For example:

Baba Bergen tokpakty,

On kolyna alady. (Epic Edige, p. 362)

The word *Ata* occurs in Mongolian as "aha", in Manchu as "akain", in Yurakir as "aka", in Nani as "aga". L.A. Pokroskaya points out that the word *ata* is used in the form of "aka" in Uzbek, Altai, Uyghur and Hax languages among Turkic languages [18:23]. In fact, the word "ata" is rarely used today. *Ata* is the owner of the house, the father of the children, the head of family.

To explain the meaning of the word *Ana*(mother), the words ake in Mongolian, ak in Kalmyk and eme in Manchu were used [1: 167]. And, the German scientist A. Kammethuber gave information about the Hittite language, which existed b.c.2000 years ago, shows that the kinship term "ana" in the modern Karakalpak language is found in the Palai and Hittite languages as "anna" [4:25].

Ashyk boldym anasynyn kyzyna. (Epic Kirmandali, p. 220)

The word ana (mother) is often used in the form of the mother of children, the parent of them. How the father is very important for the family, the mother's place is also equal in the family. Because the mother is the mother of all the boys and girls in the family, takes care of them, brought them up, and kept them in the warmth of her hands.

Aklyk kordin, ay kordin,

At basyndai ul kordin

The word "at basyndai ul" in these rows means a boy(er bala) or a son (ul bala). In Karakalpak folk tales bala is found as ul, ugil (son). Today in the Karakalpak literary language the words bala, ul is formed, but, it is not found in the "ugil" form.

Of course, the kinship of our people has become a tradition. For example, the head of the household is the ake (father), his brother for the children of the head of the household is *ata*, the younger brother is aga (azhaga), and the sisters are apa (ajapa). And the eldest son of this family is called azhaga for other children, and the eldest daughter is called azhapa. The youngest son *ini* is a brother to the eldest son, the youngest son is *uke(brother)*, and the youngest daughter is karyndas (sister). For the eldest daughter the younger daughters are sinli (sisters) and the boys are ukesi (brother). For example:

Birin sinli, birin ulken kurdasym (Epic Kirk kiz, p. 99)

2) Terms of kinship related to marriage. There are many such words in Karakalpak language. For example, hayal (wife), kelinshek (bride), kuyew bala (son-in-law or brother-in-law), kuda-kudagai (parents of both sides), murindik ata, murindik ene, zhezde(brother-in-law), baldyz(sister-in-law) and many others. For example, a girl who married to other family is considered kelin (bride). For the bride, the husband's father is ata and the mother is ene. And her husband's brothers are called myrzaga, akzhigit and so on. The eldest of the girls is apa and the youngest is biykesh. If the youngest son marries, the eldest son will be kaynaga, the first daughter-in-law will be abysyn, and the eldest daughter will be apa. Muryndyk ata and muryndyk ene is chosen for the couples. They became their close relatives.

In our people, the bride is from another tribe, so all the elders of the village are considered as kaynaga, wives as abysyn, young men as kayin, and daughters as biykesh.

In turn, the groom is kuyew bala for the elders of the bride's family, and zhezde (brother-in-law) for the younger men. And the couple's parents are kuda-kudagai to each other. For a groom, a bride's sisters are kudasha, the younger are baldyz, and the husbands of sisters are zhezde. The children of married daughter are considered to be zhiyen (nephew) for her relatives, and they are considered to be uncles. In this way, kinship ties will continue. For example:

Ulyglar algandy kolga kalamdy,

Jylap targatady tannen alamdy,

Zhylaganyn koyip sonda Abdirekim bai,

Kudasyna berdi tanir salemin. (Epic Maspash, p. 214)

3) Terms related to human age. These include zhigit (guy), kempir (an old woman), garry (old man), kyz (girl), bala (boy) and others.

Atamnyn zhalgyz *ul dese uli, kyz dese kyzyman.* I'm son if my father says son, or daughter if says so

Or:

"Ai, mama, magan bir korra taslap kor ". (Epic Kyrmandali, p. 205) hey mum, get a look at me

According to scientists, the word "mama" is also found in Indo-European languages. It is known that some words that means kinship was used in the same form and meaning in the Sumerian,

Elamite and Semitic languages, which existed 3000 and 5000 years BC. For example, in Turkic and Mongolian languages, aga, ata, baba are found in Sumerian as ada, in Elem languages as atta, in Semitic as abba (baba), ah (aga), dingir (tanir) [3:51].

Meni korset degennen when I said to show

On zhigit saylanip shikti. *Ten guys* were chosen

Or:

Bayagi palwan jigitler, old wrestler guys

Sheshinip Koblanga keldi. (Epic Koblan, p. 435) putting off came to Koblan

In the dictionary of Mahmud Kashgari, the word *jigit* means "young" [15:14]. S.M. Mutallibov points out that the word "jigit" in the modern Uzbek language is related to mankind, and even the meaning of the word at that time was loaded with the meanings of "heroism, strength" [2:30].

5. Nomination according to qualities, quality. In Karakalpak folk epics there are also words related to the qualitative properties of things. For example,

Kelgen *Dawler* koshtime, Have the entered *giant* moved

Zhay ornyna keledi. (Epic Shariyar, p. 282) house comes to its place

Or:

Shabandozlar da keledi, The riders also come

Palkerler de keledi. (Epic Kirk kiz, p. 106) fortune-tellers also come

The words *daw* (giant) and *palker* (fortune-teller) in these rows are nominated according to their properties. For example, the giant is often used in legends and heroic songs, and is a person with a large and strong personality, created in a way that is separate from others (people) [5:69]. Giants are also described as large, broad-shouldered, and strong. As you can see, it uses nominations based on quality.

The palker (fortune-teller), on the other hand, means "the fortune-teller of the past and the present, as well as the future." The word is defined in the "Explanatory Dictionary of the Karakalpak language" as follows: presumes a future according to the various things, divination, fortune-teller.

6. Nomination according to the similarity of actions. Words related to the ethnocultural differences of the people are used productively in the epics. For example, *kempir uldi kadesi* – (the ritual of the death of an old woman) is a ritual in which an old woman is placed in front of the groomsmen who enter the house and they give money not to pass by. *Korimlik* is a tradition that money is given to the person who first shows the bride, the groom or the baby. As you can see, *korimlik* is the result of seeing.

El kade can also be entered to these. This is the ethnography that arose in connection with the giving a cattle to the family of bride. It is one of the weddings in the language of the local people. The wedding is usually held for relatives and neighbors by whose daughter is married.

Besik (The cradle) is a sacred product of the Karakalpak people for the continuation of the generation. There is also a connection of the origin of the name of the cradle with the number

five, that is, the name of the cradle was formed by adding the suffix -ik to the number bes (five). Five days after the birth of a child, the custom of placing him in the cradle is performed [14:18].

Depending on the construction of the cradle, it may be derived from the word "bes uwyk (five hives)" associated with the five trees that forms it.

Besik shashyw ethnography is a ritual dedicated to the placing the child in cradle, not only in every Karakalpak family, but in all Turkic peoples. Mainly, at the birth of the first child the cradle is brought by the mother of the bride. This is called besik shashyw, and unlike other shashyw weddings, it is performed by women. The mother of the bride brings various expenses. One of the traditions performed at the cradle wedding is the besik shabyw (cradle riding). In this case, the honor of placing the child in the cradle is entrusted to an elderly, honorable woman among the wedding guests. Traditionally, a woman explains to a young mother how to place the baby in the cradle. She puts the child in the cradle, stands next to the cradle, pretends to be riding on it, and turns the horse's head to his grandparents, aunts, uncles and other close relatives who are sitting at home. They give the woman who rode the cradle the gifts they call. There are also a variety of besik shabyw and cradle sale traditions. For example,

Ha zamanlas, zamanlas,	Hey, friend, coeval,
Biz benen endi khabarlas,	Contact us now,
Tulpar aldym shabagan,	Got a wing-footed horse,
Ak basly el salaman,	will put a white saddle,
Paygazi berin alaman,	give me money I'll take,
Shuw zhaniwar shap deymen,	Go my horse, run,
Palenshe atandi tap deymen,	want you to find your grandfather,

- he said, rides putting the child in the cradle and running to his brothers there to get money to the cradle.

It is also possible to add the ethnography of Enshi to this. 1. Enshi is the property of a father, which he separated from his property when he separated his children to a new house and married his daughters.

Gumbirlegen ak otular tiktirip, The tumultuous white houses (yurt) built,
Enshiler bereyip sansiz malinan. From the innumerable cattle he gives Enshi (property).
(Epic Kirk kiz, p. 95)

2. A gift, a portion, given to someone, often given by his uncle to his nephew... Bul dayisinin algan enshi kozisi edi (It was a lamb inherited from his uncle) (K. Aimbetov) [5: 117]. This word is used in this sense in most Turkic languages.

On tortinde tuwgan senin atindi,	Your horse born on the fourteenth,
Men bilemen, balam, senin jayindi,	I know, my child, your place,
Kaida atlandin ashiw menen perzentim?	Where are you going, my child?
Sen minipsen enshige aytkan tayindi.	you ride your colt that will be inherited

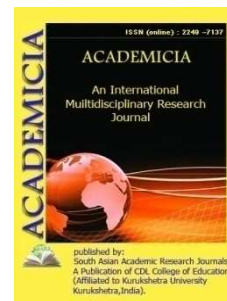
(Epic Alpamis, p. 17)

In short, in the Turkic languages, including the rich folklore of the Karakalpak people, there is folklore. In them we find lexical units that reflect the ethnocultural differences of our people. The study of the reasons for naming the ethnographies, which are found in folklore, especially in folk epics, helps a lot in studying the traditions of our people, which are intertwined with nationalism.

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THE IMPACT OF YOUTH POLICY REFORM ON YOUTH PSYCHOLOGY IN NEW UZBEKISTAN

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ABSTRACT

This article provides information on the impact of reforms on youth policy in the country on the psychology of youth, the role of increasing the socio-political activity of youth and the effectiveness of work on youth policy in Surkhandarya region. The state implements various forms of financial assistance and social support for young people and their families in order to form motives that are consistent with the social needs of young people, measured by the criteria of their essence. It should be noted that the central role of the psychological characteristics of a harmoniously developed generation is played by the sphere of motivation, which is reflected in the needs, interests, beliefs and spiritual feelings.

KEYWORDS: Youth, Youth Policy, Youth Psychology, Motive, Motivation, Socio-Political Activism, "Third Renaissance", "Five Important Initiatives", Youth Parliament, Talented Youth

INTRODUCTION

As a result of the socio-political and economic reforms carried out in our country in recent years, a completely new stage of development has been entered. In particular, the issue of youth policy today requires the implementation of priorities as never before. This, in turn, will improve the system of increasing the socio-political activity and motivation of young people, creating new psychological mechanisms for the development of independence, creative initiative and social responsibility in young people, improving existing ones, consistent and effective implementation of state youth policy. there is a need for mutual support and protection of their rights and legitimate interests.

Today, comprehensive support for young people remains a priority for the state. Increasing the socio-political activity of young people, raising legal awareness, employment and entrepreneurship, talent development, protection from information attacks and unhealthy environment - these are one of the important directions of state youth policy in our country.

The great opportunities provided by the Head of State to the youth issue, the beginning of a great new historical period in the country, require that the foundation of the "Third Renaissance" should be laid by today's youth. The legal framework has been created in the country to increase the efficiency of work in this area.

In order to strengthen the state youth policy, the Law of the Republic of Uzbekistan "On State Youth Policy", five important initiatives to raise the morale of young people and meaningful organization of their leisure time, the Concept of State Youth Policy Development in Uzbekistan until 2025, Youth Support and Public Health The adoption of state programs in the year of consolidation serves as a legal basis for increasing the effectiveness of reforms in this area in our country.

The establishment of the Agency for Youth Affairs, Youth Parliaments under the Oliy Majlis, the Youth Academy under the Ministry of Innovative Development of the Republic of Uzbekistan, as well as the launch of "Project Factory" in the regions not only increase the socio-political activity of youth is a great help in increasing your motivations.

It should be noted that the central role of the psychological characteristics of a harmoniously developed generation is played by the sphere of motivation, which is reflected in the needs, interests, beliefs and spiritual feelings. In the lives and activities of young people, as well as in their social upbringing, gradually priority and sustainable motives begin to emerge, which serve to firmly determine the socially conditioned orientation and life position of man.

In most cases, the socially conditioned characteristics of young people embody the direction of their voluntary activity. Social orientation is reflected in the steady pace, which is the motivational and volitional nature of young people. The volitional processes, states, qualities of the human person arise as a specific way of realizing motives and the purpose of activity.

Reforms in the field of youth policy in our country today play an important role in the formation and development of the following motives in youth psychology.

I. Motives aligned with the social needs of young people, measured by the criteria of their essence:

1) ideological motives related to the worldview;

- 2) political motives reflecting the attitude to domestic and foreign policy, expressing a personal position;
- 3) moral motives based on moral norms, principles, way of life, ethnopsychological features of society;
- 4) subtle (aesthetic) motives that reflect the needs in relation to the beauty of being.

II. Occurrence, common to the source of conditioning, management and controllable motives:

- 1) comprehensive social motives (development of patriotism, devotion in young people);
- 2) group, collective, territorial, universal motives;
- 3) procedural motives focused on the structure, essence and structure of activity;
- 4) Incentives, reward motives for the evaluation of the product of activities, the achievement of goals.

III. Motives that reflect the essence of the types of activities:

- 1) motives uniting socio-political realities;
- 2) motives that reflect professional training and skills;
- 3) motives related to reading, cognition (cognitive), creativity (creative).

Through this article, we would like to focus on the current state of youth policy reforms in the country and in the Surkhandarya region.

The population of our country is 18.9 million. or 54 percent are youth and children under 30 years of age. 9.5 million of the youth are male and 9.4 million are female.

In Surkhandarya region, this figure is 1.572 million young people under the age of 30 - 60% of the population, and 641 thousand people under the age of 18-30 - 24.1% of the population.

These figures show that the majority of the country's population is young people who are engaged in education and employment.

In order to strengthen the legal framework of state youth policy in the country in 2017-2020, more than 50 laws and regulations were adopted. By the President

Since 2017, June 30 has been declared "Youth Day".

As an example of the level of formation of motives uniting the socio-political realities of youth, the Committee on Youth, Culture and Sports of the Senate of the Oliy Majlis of the Republic of Uzbekistan, 100 active and enterprising youth under the Senate and 250 active and enterprising youth under the Legislative Chamber. The Legislative Chamber has established a commission on youth issues. This will pave the way for the worthy participation of young people in the future political processes of the country.

More than 830 non-governmental non-profit organizations and public associations working to increase the social and political activity of young people in the country.

As an example of the formation of young people's motives for reading, cognition, creativity, we can say that huge changes are taking place in the education system, which plays a key role in educating the younger generation. Over the past four years, the number of higher education

institutions in the country has increased by 50% (43 new) to 121, and the coverage of young people in higher education has increased from 9% to 25%.

In Surkhandarya region, three years ago there was only one higher education institution, but every year 1,600 young people are admitted to this educational institution.

To date, the number of higher education institutions in the region has exceeded 6, and admission to them has exceeded 7,770.

In addition, three years ago, only 6,500 students studied at universities in Surkhandarya region, but now more than 35,000 students study at universities in the region.

In 2020, 52,102 young people graduated from educational institutions in Surkhandarya region.

Among them: 3,389 people in higher education institutions, 10,179 people in secondary special vocational colleges, 38,534 school graduates.

8,503 graduates of the region were admitted to higher education institutions, 11,000 to colleges and technical schools. 16,738 graduates have been employed, and today 2,560 graduates are being prepared for admission to higher education institutions.

In this regard, it is necessary to ensure the employment of 11,072 graduates in the region this year.

The fact that 37,000 young people enter the labor market annually at the expense of graduates in the region is more important than ever to increase the number of manufacturing enterprises in the region, the development of entrepreneurship and the rapid development of youth employment in the labor market.

Today, a large-scale work is being carried out in our country to expand the economic opportunities of young people, ensure their employment and create decent working conditions for them.

In particular, the unemployment rate among young people in the last quarter of 2020 in the country amounted to 6.6% (480,261 people).

Youth employment is one of the priorities in Surkhandarya region, which is just one example of the formation of motivations for professional training and skills of young people.

At the beginning of 2020, an "Address Plan" was developed to provide employment to 77% of 49,900 unemployed youth in the region, ie 38,570 young people. By the end of 2020, in practice, 39,190 young people were employed. Including,

- 13 thousand 846 people in the agricultural sector,
 - 1,546 people in the construction sector,
 - 4,945 people in the field of entrepreneurship,
 - 5,350 people for public works,
 - 10,159 people in other sectors,
- 3,344 people were trained and employed.

In the region, the project "One hectare for each age" allocated 2,892.6 hectares of land for 4,000 young people, and 571.1 hectares for 2,449 young people in agricultural cooperatives.

In 2020, 4 Presidential schools, 5 "Temurbeklar School" and 9 creative schools will be built in the Republic, and the "Modern School" program is being introduced.

This year, 10 Presidential schools, 197 schools specializing in chemistry, biology, mathematics and information technology will be launched in the country.

At the same time, the coverage of preschool education institutions has increased significantly over the past 3 years. In particular, the coverage of children aged 3 to 6 in preschool education has reached 60% (as of January 1, 2021), this figure increased from 11% to 40% in our region.

In the elections to the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan in 2019, 9 (6%) young people were elected deputies, while 10% of deputies of local councils are young people.

The state award "Mard Oglon" and the medal "Kelajak Bunyodkori" have been established in the country to encourage young people to evaluate their work, to achieve their goals, to form motives for the award. young people over the age of 14 and under the age of 30 who have achieved success are rewarded.

Taking advantage of the conditions created for our youth, over the past three years, the country's youth has won 5,299 prizes in prestigious international competitions and contests, including 446 in the field of culture and arts, 4,838 in sports and 15 in science and education.

In the example of Surkhandarya region, 1,189 Uzbek athletes took part in sports competitions in Uzbekistan, Asia and the world in 2020, winning 125 gold, 128 silver and 204 bronze medals, a total of 457 medals.

As a result of the work done, another example is the athletes from Surkhandarya region, where a total of 12 athletes received tickets to the 2021 Olympic Games.

The state implements various forms of financial assistance and social support for young people and their families in order to form motives that are consistent with the social needs of young people, measured by the criteria of their essence. In particular, over the past three years, 5,122 young families have been provided with housing in the country.

In Surkhandarya region, 390 billion soums of soft loans and 326 young families have been provided to 12,000 young people over three years.

The President of the Republic of Uzbekistan called on the President of the Republic of Uzbekistan to involve young people in culture, arts, physical culture and sports. we can cite the "Five Important Initiatives" aimed at ensuring the employment of girls.

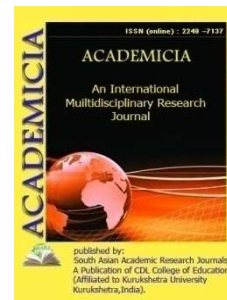
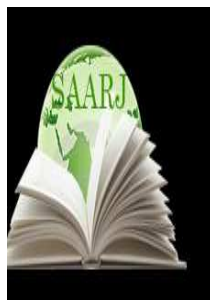
To date, 72 Digital Technology Training Centers have been established in the regions to raise the intellectual potential of the nation, more than 3 million books have been delivered to young people as part of the Caravan of Enlightenment, and the Young Reader contest, One Million Dozens of major projects such as "programmer" are being implemented

In conclusion, it should be noted that the motivating force, ie motive and motivation, plays an important role in the development of a person. Extensive reforms in the field of youth policy in the country play an important role in the aspirations of the country's youth today and in the bright

future of a prosperous life. Today, when the need for the development of civil society is growing, increasing the socio-political activity of young people, which is a key force in raising society to a new level of quality, is becoming a priority in public policy. The country has enough opportunities to develop reforms in this area. If today's young people take advantage of these opportunities, the foundations of the "Third Renaissance" will be laid and the perfect people of the time will be formed.

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MOLECULAR-GENETIC IDENTIFICATION AND TAXONOMIC RELATIONSHIPS OF FUNGI BELONGING TO FUNGI IMPERFECTI

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ABSTRACT

To identify phytopathogenic and entomopathogenic fungi, mostly belonging to the classes Ascomycetes and Deuteromycetes we used standard and changed primers to amplify mitochondrial small subunits of rRNA (NMS3, NMS4), nuclear small subunit 18S rRNA (NS7, NS8) and the two of internal transcribed spacer regions (ITS1, ITS2), between the genes 18S and 28S rRNA. Using the standard primers NMS1 and NMS2, ITS1 and ITS2 did not lead to the amplification of DNA of the fungi in PCR. It was interesting to note that only when the region of the small subunit 18S rRNA (NS7 and NS8) was used could positive results be obtained amplifying the DNA of both entomopathogenic and phytopathogenic fungi. Using the modified primers provided means for the differentiation of 13 strains of entomopathogenic fungi and 6 strains of Ascomycetes from different geographic zones.

KEYWORDS: *Rrna, Ribosomal DNA, Kanamycin, Phytopathogenic, Tag-Polymerases.*

INTRODUCTION

Mycelial phytopathogenic and entomopathogenic fungi, mostly belonging to the classes Ascomycetes and Deuteromycetes or fungi imperfecti, express variability, multinucleusness of

cells. Reproduction is usually asexual or absent. These features and the need for selective media for identification have conditioned poor genetic studies and problematic taxonomy which is mostly based on their morphological features. Besides these fungi differ in their highly variable physiological and biochemical properties, conditioned on intraspecific genetic differences as well as the influence of environment (particularly the state of the host organism) [1]. The DNA sequence coding for ribosomal DNA is intensively used for studying the taxonomic relationships and the genetic variability of fungi. Ribosomal DNA is present in the nuclear as well as in the mitochondrial genome. The rRNA consists of highly conservative and variable regions, which include the small subunit 18S, 5.8S and the large subunit 28S rRNA genes [2, 3, 4]. Nuclear and mitochondrial RNAs of fungi exist in genome as tandem (repeated) subunits. There are thousands of copies of these subunits in genome. They are used as molecular probes in detecting species and evolutionary variability. The mitochondrial DNA is known to be evolutionarily more variable than the nuclear DNA. Therefore, the mitochondrial DNA possesses more potential to be used for the differentiation of closely related species [5].

To identify the fungi under study we used primers to amplify mitochondrial small subunits of rRNA (NMS1, NMS2), nuclear small subunit 18S rRNA (NS7, NS8) and the two internal transcribed or spacer regions, ITS1 and ITS2, between the genes 18S and 28S rRNA. The two ITS regions separate 5.8S from the small subunit and the large subunit rRNA genes. The aim of this work was to find a universal primer for the identification of entomopathogenic and phytopathogenic fungi to prove their taxonomic positions.

MATERIALS AND METHODS

The strains of entomopathogenic and phytopathogenic fungi were obtained from soil and infected Colorado potato beetles and were kept at the laboratory of microorganism collection of the Academy of Sciences, Uzbekistan. All sporulating cultures were identified microscopically. The strains were grown in enriched medium YPD with agar, containing 10g/l bacto-peptone (Difco), 2 g/l bacto-yeast extract (Difco), 20 g/l glucose monohydrate (Difco), and 20 g/l agar (Difco) for 6-7 days at 27°C on Petri plates. Then 400 ml of YPD media without agar was inoculated with spores and grown for 1-2 days until the sporulation started. Total DNA of the fungi was isolated using the standard method [6]. The quality and quantity of the DNA were checked using spectrophotometer, then in 1% agarose gel and was further used for the amplification. The PCR reaction was conducted with the volume of 50 µl, containing 0.2 mM dATP, 0.2 mM dGTP, 0.2 mM dCTP, 0.2 mM dTTP, 10 mM Tris HCL (pH 9.0), 2.0 mM MgCl₂ and 0.1 Triton X-100, 50ng/µl DNA, 0.001 µg/µl from each of the oligonucleotide primers and 1 u of Tag-polymerases (Promega, Madison, Wis); the reaction was conducted on ice. The polymerase chain reaction was conducted in the thermocycler TwinBlock Systems (Ericom Inc. San Diego, Calif.). The cycling parameters were as follows: denaturation at 94°C for 10 min; annealing at 50-55°C for 1 min; polymerization at 72°C for 1 min; completing the chains at 72°C for 5 min. The cycle was repeated 25-30 times.

The PCR product was analyzed by using standard electrophoresis in 1% agarose gel containing 10ng/ml ethidium bromide and visualized under a UV transilluminator. The PCR products, amplified using the NMS3 and NMS4, ITS1 and ITS4, NS7 and NS8, from the fungi were cloned in the plasmid pCR-XL-TOPO using TOPO-XL PCR Cloning kit (Invitrogen Corporation, Calif), containing a kanamycin resistant gene. The PCR products, cloned in the plasmid, were restricted with EcoR I to check the amplified insertions. The sequence of the

cloned PCR products at the concentration of 500ng/ml was sequenced with fmol system or using Sequenase DNA sequencing kit (United States Biochemical Corp., Cleveland, Ohio). Two clones from each of the isolates were completely sequenced to decrease the probability of errors in sequencing. The DNA sequence was analyzed by the program developed in Genetic Computing Group [7]. The control nucleotide sequences were taken from the Gene Bank: *Trichoderma cf.harzianum.cbs*. NMS locus AF3993; *Fusarium solani* NMS locus AF125026; *Aspergillus oryzae* NRRL 506 AF459735 ITS locus; *Aspergillus oryzae* NMS locus NRRL U292 15.

RESULTS

The primers, used for the identification of entomopathogenic and phytopathogenic fungi were taken as standard primers [8, 9] (Table 1) [Insert table 1 about here]. Using the standard primers NMS1 and NMS2, ITS1 and ITS2 did not lead to the amplification of DNA of the fungi in PCR. It was interesting to note that only when the region of the small subunit 18 S RNA (NS7 and NS8) was used could positive results be obtained amplifying the DNA of both entomopathogenic and phytopathogenic fungi. However, analysis of the sequence followed by the detection of the homology of the gene 18S rRNA (NS locus) between entomopathogenic and phytopathogenic fungi, and construction of the phylogenetic tree using the Blast program showed that it is not possible to use this gene to determine species belonging and the taxonomic relationships among the fungi under this study [Insert figure 1 about here]. We have changed the primers to use them for genes of the small mitochondrial (NMS 3, NMS4) and the nuclear (ITS1 , ITS4) rRNA subunit. The primers were used in the PCR reaction to amplify the ribosomal genes of the fungi (Table 2) [Insert table 2 about here]. Using the modified primers we could obtain an amplified, approximately 600 bp, region for NMS3 and NMS4 small subunits of the rRNA locus and an approximately 580 bp region for ITS1 and ITS4 locus from 13 strains of entomopathogenic fungi and 6 strains of Ascomycetes from different geographic zones. The phylogenetic trees based on the mitochondrial subunit, ITS1 and ITS4 regions, and NS region are shown in figures 1, 2, 3 respectively [insert 1,2, and 3 about here].

Many authors have used nuclear and mitochondrial RNA to determine taxonomic relations and to identify fungi species [8]. Some of these authors used either nuclear (ITS region, 18S subunit of rRNA), or small mitochondrial (NMS) region, or introns of small subunits of rRNA [10, 11, 12]. However, the identification of species was carried out either only among entomopathogens (Deuteromycetes-*Beauveria bassiana*, *Metarhizium anisopliae*, *Pacielomyces fumoroseus*) or among phytopathogens (Ascomycetes – *Fusarium spp.*, *Verticillium spp.*, *Aspergillus spp*) [8,9,6,14]. Some strains of *B.bassiana* were identified by PCR – RFLP analysis, using ITS region [12,10,11,13]. Thus in our study we wanted to determine which rRNA genes can be used to reveal taxonomic relationships and to identify species of entomopathogenic and phytopathogenic fungi, belonging to the same class – Fungi Imperfecti.

When the phylogenetic tree using mitochondrial small subunit was analyzed it was noted that strain 14, which was morphologically identified as *P. fumosoroseus* turned out to belong to phytopathogens - *Fusarium* (Fig.2). According to its ITS1 and ITS4 regions strain 14 belonged to entomopathogens –*B.bassiana*, and according to the NS region the strain was found to belong to *A. nidulans*. However, according to its both morphological and microbiological features, as well as the data on the nucleotide sequence and the sequence of ITS1 and ITS4 region strain 14

is most likely to belong to the entomopathogenic fungus *B. bassiana* (Fig. 3). The comparative analysis of the nucleotide sequences of ribosomal genes (rRNA), as it can be seen from many studies and experimental data, proved that these genes can be used to reveal the phylogenetic relationships among different taxonomical groups. Thanks to its comparatively slow evolution the small subunit of rRNA is used to study the level of the relationship among relative organisms, the mitochondrial rRNA on the other hand evolves faster. It is highly susceptible to changes (17). Vertebrates, for example, present 5 to 10 times faster evolution in their mtDNA than in nuclear DNA (16). Although mitochondrial genome is not involved in entomopathogenicity and therefore can be used as a good marker for the examination of genetic diversity it can be used at ordinal or family levels [17, 15]. The internal transcribed spacer region and the intergenic spacer of the nuclear rRNA repeat units evolve fastest and may vary among species within a genus or among populations [8].

TABLE 1. THE NUCLEOTIDE SEQUENCE OF THE STANDARD PRIMERS USED FOR THE PCR AMPLIFICATION

Nuclear small subunit 18S rDNA
NS7- GAG GCA ATA ACA GGT CTG TGA TGC
NS8- TCC GCA GGT TCA CCT ACG GA
Nuclear ITS
ITS1- TCC GTA GGT GAA CCT GCG G
ITS2- TCC TCC GCT TAT TGA TAT GC
Mitochondrial small subunit
NMS1- CAG CAG TGA GGA ATA TTG GTC AAT G
NMS2- GCG GAT CAT CGA ATT AAA TAA CAT

Thus these changed primers for the small mitochondrial NMS3, NMS4 and nuclear ITS1, ITS4 rRNA subunit can give an access to the mitochondrial small rRNA gene region and the internal transcribed spacer region. They may be useful as specific probes at the generic or species level for identification of both ascomycetes and entomopathogenic fungi.

TABLE 2. THE NUCLEOTIDE SEQUENCE OF THE CHANGED STANDARD PRIMERS USED FOR THE PCR AMPLIFICATION

Nuclear rRNA
ITS1- 5' TCC GT(AT) GGT GAA CC(AT)GCG G-3'
ITS4- 5' TCC TCC GTC TAT TGA TAT GC-3'
Mitochondrial small rRNA
NMS3-5' CTG AAC TGG CAA CTT GGA GTG-3'
NMS4-5' ACT GGT AGA AAC GGT CTA GTG-3'

Fig. 1. Phylogenetic tree based on the nuclear small 18S RNA.

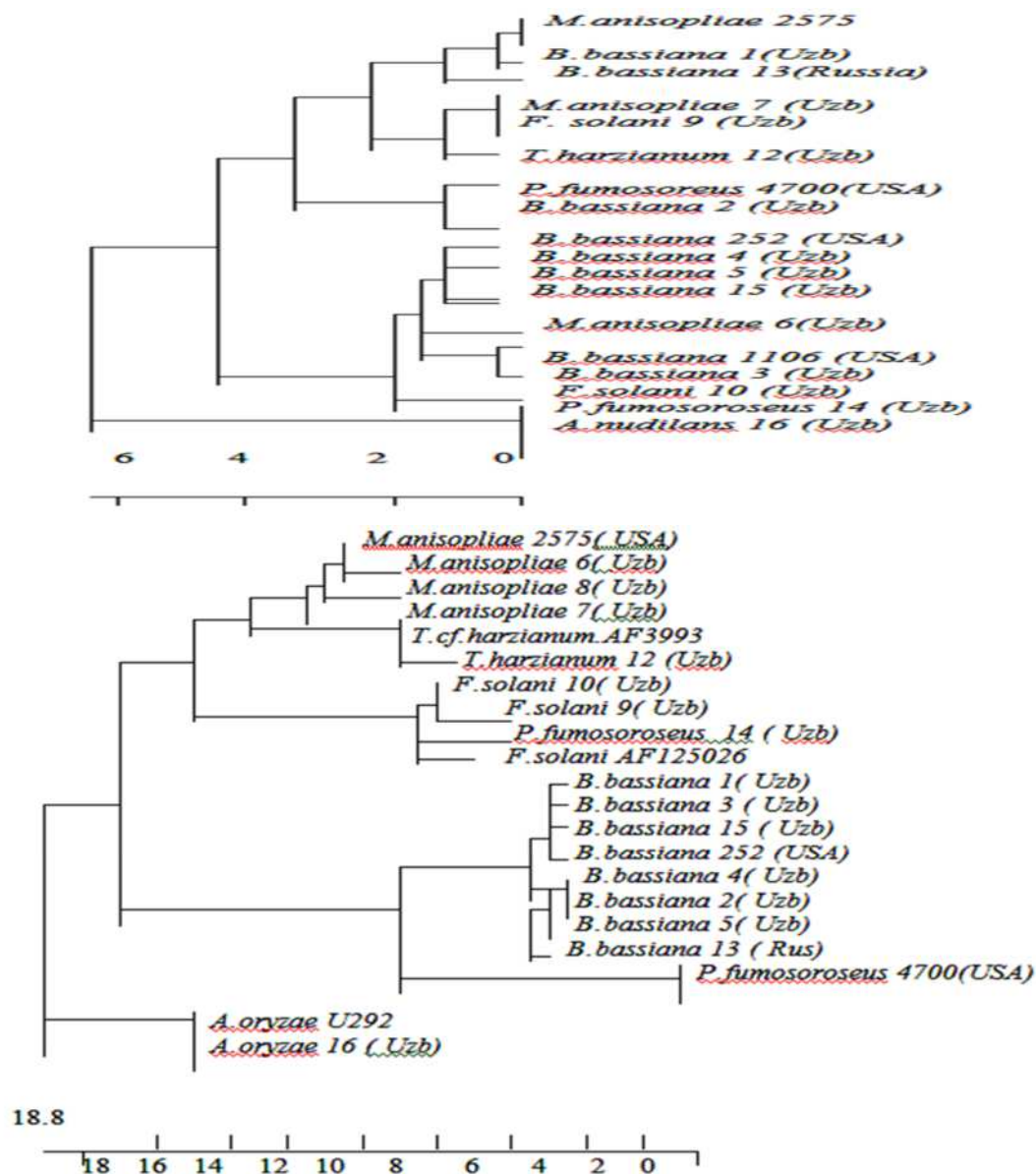


Fig.2. Phylogenetic tree based on mitochondrial small rRNA.

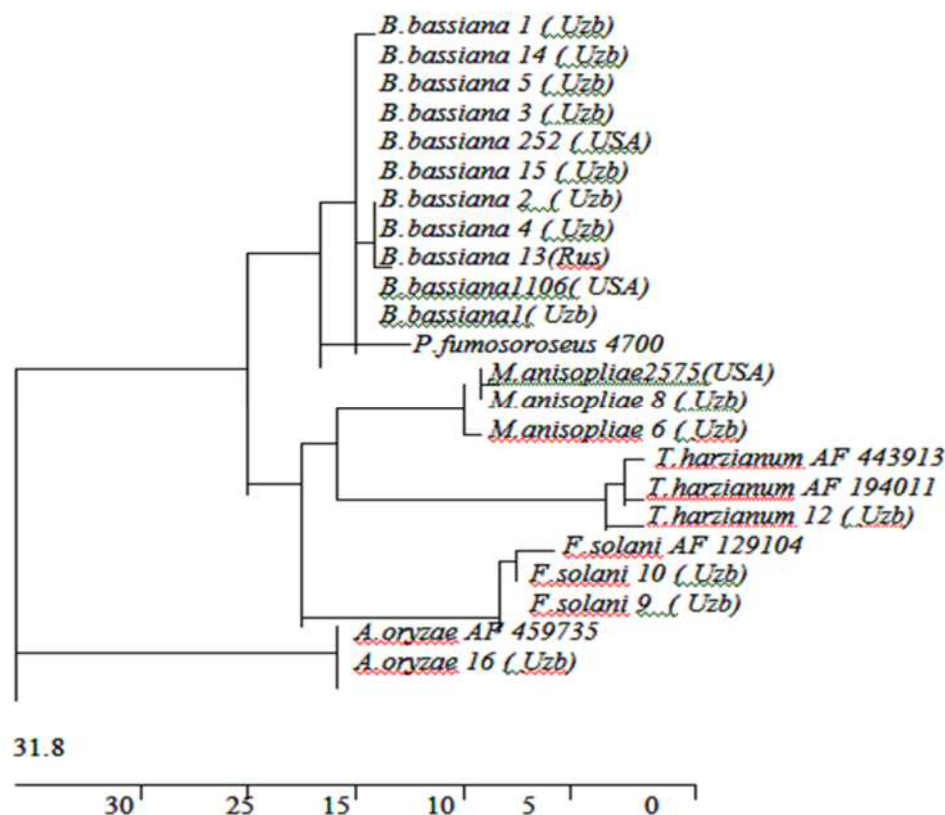
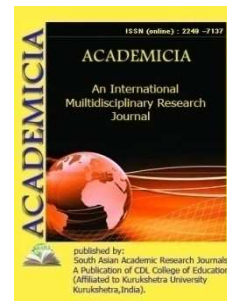


Fig.3. Phylogenetic tree based on the rRNA ITS1-5.8S - ITS4

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DIFFERENT FORMS OF USE OF HISTORICAL HERITAGE AND MODULE-CREDIT SYSTEM IN FORMATION OF INTERNATIONAL PEACE IN STUDENTS

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ABSTRACT

The article provides recommendations on the use of various interactive methods in the lessons of the use of historical heritage in the promotion of interethnic harmony in the social sciences and humanities in secondary schools, as well as the preparation of students for the credit-module system. Otherwise, assignments that are weak, not clear enough, or do not have a clear outcome can lead to ineffective completion. The credit-module system focuses on the independent work of the student. As a student's personality and independent learning activities develop in the learning process, there is a need to improve teaching methods.

KEYWORDS: *Technology Of Education, Teaching Technology, Educational Technology, Credit-Module Teaching System, Credit, Module, Interactive Educational Technology, Interactive Method In Education, Pedagogical Technology, Data Link, Story, Find Yourself, T-Table, Method, Exercise.*

INTRODUCTION

The introduction of new innovative technologies in the educational process has a special place in the system of methodological issues of the use of historical heritage in the formation of interethnic harmony among students. Because the future of any society is determined by the level of development of the education system, which is an integral part of it and a vital necessity.

Today, the reform and improvement of the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy.

It is known that any technology is based on the principles of education, which form the new content of education, and is aimed at educating the learner, in which he works and develops professional skills in certain areas. The active subjects of the educational process are teachers and students, whose joint activities characterize the general nature of the process, which allows to deepen the theoretical and practical knowledge on a particular topic (or the basics of science) with minimal effort and time. .

In contrast to the methodological development of the educational process aimed at the effective functioning of the teacher, pedagogical technologies aimed at activating and accelerating the educational process are aimed at learners, as well as taking into account their individual and collaborative activities with the teacher creates the conditions for the acquisition of educational material, education aims to constantly develop the activity and curiosity of students throughout the lesson, to teach the requirements of pedagogical technology based on the creation of learning factors or allows for quick involvement in production activities. Otherwise, assignments that are weak, not clear enough, or do not have a clear outcome can lead to ineffective completion.

Today in a number of developed countries there is a great experience in the use of pedagogical technologies that increase the learning and creative activity of students and ensure the effectiveness of the educational process, and the methods that form the basis of this experience are called interactive methods. being conducted.

The technologicalization of education is a branch of pedagogical science that explores the most optimal ways and effective means of achieving educational goals based on a technological approach to the teaching process and reveals the laws and principles.

MAIN PART

Teaching technology is an orderly collection of the most optimal ways and means of teaching, communication, information and management, ensuring the implementation of the educational goal in the current conditions and in a timely manner and the guaranteed achievement of the desired results. indisi.

The technology of teaching in the classroom includes:

1. A model of teaching designed by a teacher-technologist (a set of the most optimal methods, forms and tools that ensure the implementation of the set educational goal and the guaranteed achievement of the desired results).
2. Technological map (step-by-step detailed description of the sequence of actions of the teacher and the student in the classroom).
3. Applications to the technological map (organizational and didactic support of the educational process developed by the teacher).

“Educational technology” is a system of specific methods, forms and means of teaching designed to achieve the planned results, based on popular philosophical, psychological, pedagogical and cybernetic principles and laws. And now, along with this, "credit-module" technology has entered the education system.

Credit-module training system - mastering the curriculum, which regularly assesses the knowledge, skills and competencies of students by monitoring the learning outcomes and final control of the module, based on the composition of each training module is a system of organizing the process.

This training system includes weekly lectures, theoretical, practical, seminars, laboratory classes, internships, clinical internships, course project (work), as well as weekly independent study of students. reflects the criteria for assessing the workload of the hour and the performance of learners.

Credits can be collected after students have completed and evaluated all required activities. As for the credit system, it is a systematic way of describing educational programs by attaching credit programs to its components, namely modules, module blocks, courses, and so on.

The credit-module system of education consists of the following forms of educational process:

- Classes - lectures, theoretical, practical, seminars, laboratory classes, teaching (clinical) practice;
- Extracurricular activities - work in the scientific library, independent work, individual counseling, clinical tasks, internships, course work, graduate work, participation of students in scientific conferences, types of scientific activities in master's specialties, etc.

Typically, a credit is an indicator of a student's performance in the curriculum, which consists of the time (hours) spent on the relevant learning activities. This can be determined by the

educational institution depending on the nature of the module and the importance of the training work for the formation of the future specialist. Each module has its own credit.

It should be noted that the transition to a credit-module system is a matter of time. In this system, teachers are chosen by students. The number of electives will be increased, which means that the number of subjects that the student can choose to study in his / her field will increase.

However, students who do not get the required score in the credit-module system will have to study at universities for many years. The credit-module system focuses on the independent work of the student. As a student's personality and independent learning activities develop in the learning process, there is a need to improve teaching methods. Thus, the concept of content generalization of the educational process, algorithms of education, problem-based learning, the theory of the gradual formation of mental activity, collaborative activities in education, etc. This requires that authoritarian pedagogy be replaced by collaborative pedagogy. Now the teacher is the student's guide, the closest person. That is why pedagogical technologies and interactive methods are rapidly entering the educational process.

Interactive forms of education play a special role in the development of a modular-credit system for the use of historical heritage in the formation of interethnic harmony among students and youth.

The interactive method of teaching is to strengthen the relationship between the student and the teacher. Pedagogical technology is the process of generalizing content-related programs, textbooks and manuals, visual aids and technical aids in the education system. Interactive teaching methods in Uzbekistan since ancient times in the educational process in the dialogue between teacher and students, student-student dialogue, discussion, negotiation, observation, analysis, consultation, poetry, used in forms such as mutolaa. These methods helped students to become independent thinkers by developing their speech, thinking, reasoning, intelligence, and intelligence. The term "interactive" is derived from the English word "interact" ("inter" - "together", "act" - "move"). Interactive learning is a special type of organization of cognitive activity. It will have complete, clear and planned goals. One of these goals is to create a high level of learning environment in which the trainee must realize his or her own level of success, his or her intellectual level, which makes the learning process a productive process.

Interactive teaching method is implemented by each teacher at the level of available tools and capabilities. In this case, each student learns at different levels, depending on their motives and intellectual level.

Interactive learning technology allows each teacher to conduct the learning process as intended for all students. In this case, each student, depending on their motives and intellectual level, masters the lesson at the intended level.

In conclusion, the following main features of the practical application of pedagogical technology can be identified:

1. The student is not taught, he is taught to read independently.

To do this, students are taught to independently analyze the material, to think, to think creatively, to draw personal conclusions.

2. Knowledge is not given to the student in a ready-made way, he is taught to receive knowledge independently from sources.

In doing so, the teacher is taught to reinforce and expand what the teacher teaches in the classroom, first by teaching the student to use the textbook independently, then by using additional literature, the Internet, reference books, and so on.

3. All students are guaranteed to master the knowledge according to their abilities

In this case, the student's mastery is determined by the level of skills and abilities to apply the acquired knowledge in practice.

4. All teachers get the same results only when they study the mechanism of pedagogical technology.

The mechanism of pedagogical technology - the acquisition of knowledge, skills, abilities necessary for its implementation and effective application, the creation of favorable conditions, the provision of modern teaching aids, textbooks, additional literature and active participation of students in the lesson. to carry out all the necessary preparations for their success, implies the correct selection and application of appropriate technologies in the course, taking into account all their capabilities.

RESULTS

Modern pedagogical technology involves the following in the definition of educational goals and the design of the educational process:

- To increase the activity of students, to encourage them to cooperate;
- Development of skills in working with curricula, textbooks, manuals, lecture notes in the curriculum;
- Development of skills and abilities to read educational materials independently;
- To teach students to express, defend and prove their point of view.

The implementation of the above educational process projects necessitates the creation of pedagogical motives.

The following tools are widely used in the implementation of pedagogical technology:

- Verbal
- Noverbal
- Visual
- Audio
- Of course
- Training equipment

Verbal forms of communication come in many forms, such as speeches, lectures, conversations, questions and answers, and presentations. Using these tools, the training is organized in an active way.

Nonverbal means are used to express or emphasize a meaning through facial expressions or body language.

Visual aids include all the tools that students need to see with their eyes in the process of pedagogical technology. These include drawings, tables, photographs, handouts, posters, videos, film images.

Audio media are tools that allow you to learn information through listening (for example, a tape recorder, various discs, musical instruments).

The main processes of pedagogical technology are:

- Organization
- Collaborate
- Improvements
- Analysis
- Comparison
- Generalization
- Conclusion
- Control control
- Evaluation includes

During the lesson, the teacher works with students directly, in groups, on the basis of individual forms. It uses the following methods and technologies:

1. Algorithmization (basic components, basic drawings, diagrams, short information theses).
2. Solve creative tasks.
3. Modeling (analysis, problem questions, logical analysis, comparative comparisons).
4. Mental attacks.
5. Synthetic (using analogues) solutions.
6. A system of speech lessons.

Heuristic conversations (teaching through guiding questions in the lower grades, teaching methods that help to develop ingenuity, intelligence, activism in the upper grades).

The interactive teaching process is organized with the participation of all students in the group in the process of comprehension and thinking. In collaborative activities, all participants contribute to the work process, and in the process of work there is an exchange of knowledge, ideas, methods of work. Individual, pair and group work is organized, project work, role play is used, various sources of information and documents are worked on.

At this point, we decided to quote the Chinese proverb: "If you tell me, I forget, if you show me, I can remember, give me a chance to work for myself, and it will be all mine."

From the above, the interactive methods are based on the principles of interaction, student activity, group experience, and mandatory feedback. A source of educational communication will be created, which will be determined by transparency, the interaction of participants, the equality of their arguments, a collaborative knowledge bank, the possibility of mutual evaluation and control.

The beginner (teacher, trainer) begins to independently explore the participants with new knowledge. The activity of the facilitator is replaced by the activity of the students, and the task of the facilitator is to create conditions for the initiative of the students.

Interactive exercises not only strengthen the teacher-student learning relationship, but also involve two-way activation. Modern didactic teaching requirements, new approaches to practical activities are enriched with educational technology. The trainer (teacher) acts as a kind of filter that transmits the learning information and acts as an assistant in the work process. Therefore, interactive learning is primarily intended for use in the intensive learning process of older students. In conclusion, when using interactive teaching methods, the level of mastery of the material is high, and a friendly atmosphere is created between the participants.

In the credit-module system, the interactive method teaches learners or students to think independently when used correctly and purposefully. Openness to learning, ability to analyze one's activities on a regular basis, development of personal potential; the ability to effectively manage dozens of personality traits, such as the ability to set reasonable goals in different situations, to direct a person's inner potential, and to draw conclusions by working on opportunities, is achieved through interactive methods of learning.

The method is an individual pedagogical skill of the teacher and is refined through various teaching methods.

Exercise is a type of activity that develops students' practical skills in the classroom. This activity develops the student's culture of mastering the essence of theoretical information, decision-making, critical and creative thinking, and the ability to control emotions. Interactive exercises will be based on teacher-student, student-student collaboration. In this case, the student is involved in learning through their own desires, desires and interests, learns how to purposefully acquire new knowledge. Tests in practice. It's an easy way to get acquainted with the material.

Here are some suggestions on how to use the Data Link exercise to help teachers use the lesson.

Step 1. The teacher asks students to bring home a newspaper or magazine with articles about the principle of national tolerance for the next lesson.

Step 2. Students will be able to identify information that is new to them in the newspaper or magazine. You will be given 2 minutes to complete.

Step 3 Students are divided into small groups of seven with the help of a teacher to work in small groups, and each group is placed on a separate table.

Step 4 The teacher places a piece of paper on the group table where the students are sitting.

Step 5. To work in small groups, participants are told to select new information and information that is of interest to them. Selected data will be cut in 5 minutes.

Step 6. The work done is placed on a piece of paper.

Step 7. The next step is to group the news from the collaboration. For example, economic, social, spiritual factors of national tolerance, etc.

Step 8 highlights the most interesting information and discusses the group's ideas about their specific features.

Step 9. Relationships between data in a small group are indicated by colored markers.

Step 10. The work done by the group will be presented by one participant. The activities of all groups will also be presented. Can be completed with questions and answers.

At the end of the exercise, the facilitator asks the students the following questions about the learning cycle:

1. Did you enjoy the exercise?
2. What did you focus on during this exercise?
3. Which of your friends did you enjoy working in the group? On the contrary, what challenges did you face during the exercise process?
4. Then, as a summary question, analyze and evaluate the students' acquired knowledge, skills, and competencies with questions such as what this exercise has given you, what new information or data you have become acquainted with. The use of this exercise in parenting classes gives a positive result.

This means that not only the interdisciplinary opportunities, but also the interdisciplinary integration process takes place through the interdisciplinary exercise. Exercises conducted in similar situations are a significant factor in improving the quality and effectiveness of the lesson. In order to conduct interactive exercises, the teacher must be thoroughly prepared from the organizational, pedagogical, scientific, methodological and didactic point of view.

It is advisable to recognize the following as an organizational and pedagogical factor in conducting interactive exercises:

- The teacher has the ability to organize interactive exercises
- Availability of necessary conditions for training in the classroom
- compliance with sanitary hygiene requirements
- observance of safety rules, etc.

From the scientific and methodological point of view:

- Clear design of the exercise (correct timing)
- be relevant to the topic of the exercise and complete it directly;
- The student's abilities are taken into account in the exercise;
- Availability of skills for targeted use of exercises.

From a practical didactic point of view, the training is appropriate to the characteristics of the student's age, is based on spiritual and moral criteria, is aimed at teaching through education, and so on.

It is necessary to inculcate in the minds of young people from the earliest stages of education that the idea of interethnic harmony has a strong place in the world, in our country, due to the need to ensure cooperation between organizations and social strata, various institutions. In order to prepare young people for public life in the Republic of Uzbekistan, where there is a multi-ethnic way of life, it is necessary to get used to living in a world of different nationalities and faiths, to have their own rights and freedoms without violating the rights and freedoms of others. .

DISCUSSION

Based on the above, it should be noted that the virtue of interethnic harmony is an educational phenomenon that is formed in the educational process.

Deciding on a culture of behavior is of paramount importance in shaping social partnership in the minds of young people. At the heart of many social conflicts is the lack of cultural interaction between people. Often people misbehave instead of accepting each other naturally. They treat each other badly. In many cases, this has led to religious and ethnic strife. Young people need to develop the ability to treat each other with respect at school.

Without the application of the concepts of "collaborative pedagogy" and social partnership between teacher and student, it is impossible to carry out reforms in the education system, to develop a comprehensively developed personality.

We know that the idea of interethnic harmony is based on the following principles:

1. The compatibility of opinions and views, goals and aspirations of different social groups and strata.
2. Cooperation and solidarity of individuals and groups of different nationalities, races and religions.
3. The interdependence of the general purpose of society with the thoughts, views, goals, aspirations of different social groups and strata.
4. Peace and harmony.

Therefore, it is advisable to explain the content and essence of these principles to students in detail, using a variety of interactive methods in the classroom. From the earliest stages of secondary education, it is possible to form a spirit of interethnic harmony among students. Respect for historical heritage and interethnic harmony are formed primarily in the family. Therefore, it is advisable to use the "Story" method in the teaching of "Our Family", which is included in the curriculum of the 2nd grade "Education". The process of teaching this topic can be organized as follows. It is recommended that you first divide the class into four groups:

To group 1: "Family - what kind of place?"

Group 2: "The role of parents in the family"

Group 3: "The role of grandparents in the family"

Group 4 will be given the topic "The role of brothers and sisters in the family. . When the time is up, the group leader tells the story of the small group. The teacher comments on each story and concludes. At the end of the lesson, the teacher concludes from the children's story why the family is called a fortress of happiness. This method, first of all, instills in students a sense of pride in their family, a sense of belonging to the family, and secondly, prepares students for the ability to think, reason, and observe freely.

Similarly, it is advisable to use the "Find your place" method in teaching the subject of "Friendship is the highest virtue" in the 2nd grade curriculum.

The Find Your Place method allows students to express themselves independently, as well as to reconstruct feedback. Develops communication skills in them. This method is used in the teaching of "Friendship is the highest virtue" in the following sequence:

1. Two posters are hung in opposite corners of the auditorium. One of them says "I AGREE" and the other "I DO NOT AGREE". Posters contain two conflicting ideas. For example. Words like "friendship" and "betrayal" can be written.
2. The legal provisions of this method are explained.
3. Students move to the side where the word they think is written and sit next to the poster. Only students should not exceed 20.
4. Divided students begin to prove their point. At the same time, they can change their minds and move in the opposite direction. They just have to justify why they did it
5. Once the participants' comments are heard, the teacher analyzes, summarizes, and evaluates the students.
6. This method demonstrates the existence of different approaches to a single topic.

CONCLUSION

The formation of a spirit of interethnic harmony among students based on historical heritage should not be limited to the organization of lessons based on interactive methods. Use of living examples of historical heritage in lessons (for example: various historical objects, clothes, etc.); It will be more effective to organize practical classes in educational institutions with historical sites, museums, ie by visiting them. Because in such lessons, history seems to come alive in the eyes of students.

When organizing classes in the upper grades of general secondary schools, it is necessary to improve the skills and abilities of students to work more independently. This will allow them in the future to adapt to the educational process organized in higher education institutions on the basis of the modular-credit system. At the same time, students are given tasks to perform independently at home in terms of topics, that is, to find and study non-textbook literature on science, the subject; interpret the topic in a picture, table, or cluster; such as making simple slides on the topic.

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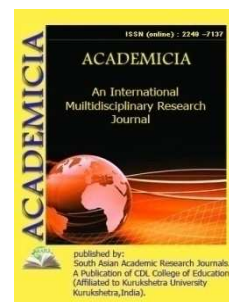
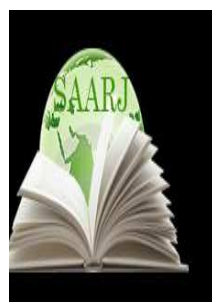
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CURRENT ISSUES OF WOMEN'S GENDER EQUALITY

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ABSTRACT

There are great opportunities for girls to get a quality education, get a job . 48% of the students are women. Under the system introduced last year, 950 girls in need of social protection were admitted to higher education institutions on the basis of state grants.

KEYWORDS: *Gender Equality, Presidential Decree, Law, Employment, Labor Migration.*

INTRODUCTION

President of the Republic of Uzbekistan ShavkatMirziyoyev chaired a video conference on February 26 to discuss issues of women's issues and their social support.

About half of the country's population - 17 million - are women. Ensuring their interests and strengthening their place in society is an important aspect of our state's social policy.

In the last four years, 2 laws, 6 presidential decrees and resolutions have been adopted. For the first time, the Senate Committee on Women and Gender Equality was established.

Today, about 1,400 women hold leadership positions at the national and regional levels, more than 43,000 at the district and city levels.

Women's entrepreneurship and initiatives are supported. About 585,000 women were employed last year, and more than 36,000 women were trained.

A "women's book" has been set up to study and address women's issues. 433 thousand women were included in this book on the basis of 9 criteria and an electronic database was formed. To date, the problems of 80,000 of them have been solved.

The meeting discussed measures for women's employment, social support, expansion of medical and psychological care, prevention of divorce.

- Our most difficult issues are women. The demand of our people is growing. We must create conditions conducive to these requirements. A person who does not feel this deeply cannot be a leader, "said ShavkatMirziyoyev.

In his address to the OliyMajlis, the head of state proposed to establish a Republican Public Council of Women.

These days, the council was formed under the chairmanship of Senate Speaker TanzilaNarbayeva. Now this public council needs to work systematically to increase the socio-political activity of women, support entrepreneurship, acquire knowledge and professional skills, help them find a decent job, protect their health, solve housing problems. emphasized.

Governors and sector leaders were instructed to address the issues of women included in the 'women's book' and to ensure their employment by allocating land from sewing, handicrafts, home-based work, poultry and arable land.

The Ministry of Employment and Labor has instructed the Chamber of Commerce and Industry to train about 70,000 women in the "women's book" who want to become entrepreneurs in professions that are in high demand in the business and labor markets.

The head of our state noted that non-governmental organizations are the closest helpers to women in this regard, and it is necessary to allocate space and provide grants to such institutions.

The Ministry of Employment and Labor Relations has been tasked with leasing up to 30 years of preferential lease to entrepreneurs to set up classrooms and workshops in vacant colleges in each of the districts under its jurisdiction. It is planned to allocate 70 billion soums from the Employment Fund.

In addition, 2 trillion soums will be allocated through the People's Bank to attract about 70,000 women to entrepreneurship.

"A system of incentives will be introduced for women who want to get a higher education, who have the ability and knowledge, but who, by fate, have not been able to achieve their dreams." That is, needy girls who have lost one of their parents, single women who do not have a breadwinner, will be covered by the government and the university. This is a new system. We couldn't do that before. Now there is an opportunity, - said the President.

The meeting focused on women's health. It was noted that the quality of medical services in the field, especially in remote areas, is not up to standard.

For example, in the Altynsay district of Surkhandarya region, 30% of women of childbearing age are diagnosed with anemia. There are also many diseases of the respiratory, digestive and cardiovascular systems among women.

Similarly, 44,000 women identified as in need of medical care were placed under special supervision, assigned to medical teams, and given the task of treating them with the involvement of a narrow range of physicians.

By the end of this year, about 9 million women will be required to undergo in-depth medical examinations, including cancer screening. In order to prevent oncological diseases, 323,000 girls will be vaccinated against human papilloma virus. By the end of this year, about 9 million women will be required to undergo in-depth medical examinations, including cancer screening. In order to prevent oncological diseases, 323,000 girls will be vaccinated against human papilloma virus.

An additional 30-50 billion soums will be allocated annually to the Women's Fund for the treatment of women in need.

There was a need to promote a healthy lifestyle among women, increase physical education and dance clubs. Instructions were given to organize trips for women across the country and treatment in sanatoriums.

There will also be benefits for single women to enroll their children in pre-school education and to reimburse their fees.

As we discuss the issues, the issue of housing will definitely come up. Because there are still many women in need of housing due to divorce, unemployment and poverty. The head of our state is deeply aware of this and always intends to create decent conditions for them. Thousands of needy women have been provided with new housing in recent years. In addition, a system of down payment for housing for low-income women has been introduced.

The video conference set out additional measures on this topical issue. Each region will receive 10 billion soums to provide housing for women living in temporary non-residential areas, and 5 billion soums for the benefit of needy girls who have lost their fathers.

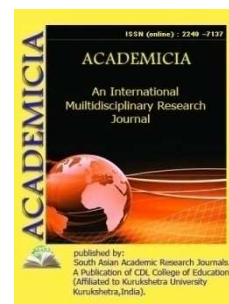
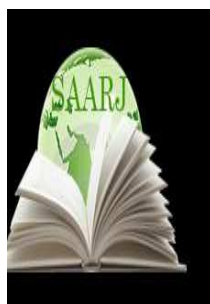
These funds will be used to pay the down payment for housing. In addition, 11 billion soums will be allocated for women to pay rent.

The need to improve the system of qualified psychological and legal assistance to women, including women victims, was emphasized.

It was proposed to establish a special state award to encourage women's selfless service to the state and society, as well as their achievements in their fields.

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**JUSTIFICATION OF THE PARAMETERS OF THE LEVELING-
SEALING WORKING BODY OF THE COMBINED MACHINE
ACCORDING TO THE "PUSH-PUSH" SYSTEM**

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ABSTRACT

The article presents the results of theoretical studies on the substantiation of the parameters of the leveling-compacting working body of the combined machine according to the "push-push" system for pre-sowing soil cultivation.

KEYWORDS: *Combined Machine According To The "Push-Push" System, Leveling-Sealing Working Body, Leveling Part, Sealing Part, Angle Of Installation Of The Sealing Part, Bending Angle Of The Leveling Part, Height Of The Working Body.*

INTRODUCTION

It is known [1-4] that one of the important ways to reduce energy consumption and increase labor productivity during soil cultivation is the use of tillage machines according to the "push-pull" system, because at the same time, due to an increase in vertical loads, slipping of the tractor propellers is reduced and their traction and coupling qualities.

We have developed a combined machine according to the "push-pull" system for soil cultivation before sowing seeds of agricultural crops and carried out studies to substantiate the rational values of the parameters of its working bodies.

The combined machine consists of a chisel cultivator mounted on the front of the tractor and an equalizer mounted on the rear of the tractor (Fig. 1). In one pass, it provides loosening of the soil to a depth of 12-20 cm, leveling the surface of the field, compaction and crushing of the topsoil.

1-2-loosening and sterile paws; 3-support wheel;

4-leveling and compaction working body; 5-slat roller

Fig. 1. Scheme of the combined machine according to the "push-push" system

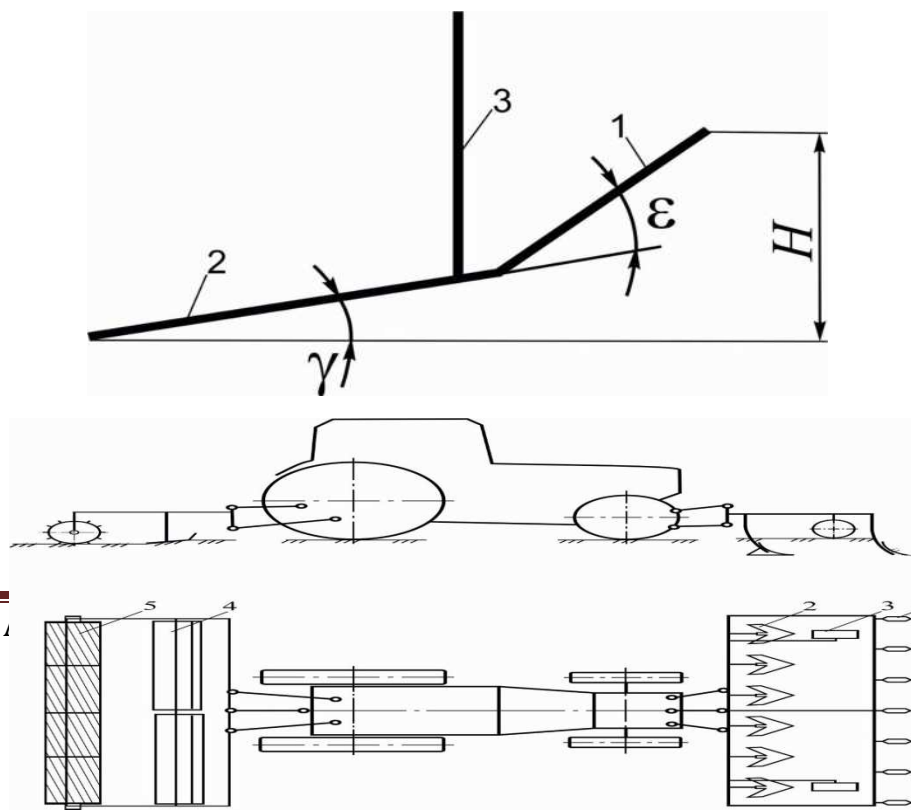


Fig. 2. Scheme and parameters of the compaction-leveling worker body combined machine

The angle of installation to the horizon of the sealing part of the working body was determined from the condition that, other things being equal, the time of its interaction with soil particles was minimal, since At the same time, firstly, the adhesion of the soil to its working surface is excluded and, secondly, the reliable performance of the technological process is ensured with minimal energy consumption.

Using the scheme in Fig. 3, a, we determine the interaction time of the compacting part of the working body with soil particles

$$t = \frac{h_0}{V_e \sin \gamma} = \frac{h_0}{V_M (\cos \gamma - \sin \gamma \operatorname{tg} \varphi) \sin \gamma}, \quad (1)$$

where h_0 is the depth of immersion in the soil of the sealing part of the working body; V_M – Speed of sliding of soil particles on the working surface of the sealing part of the working body; V_e – forward speed of the machine; φ – The angle of external friction of the soil.

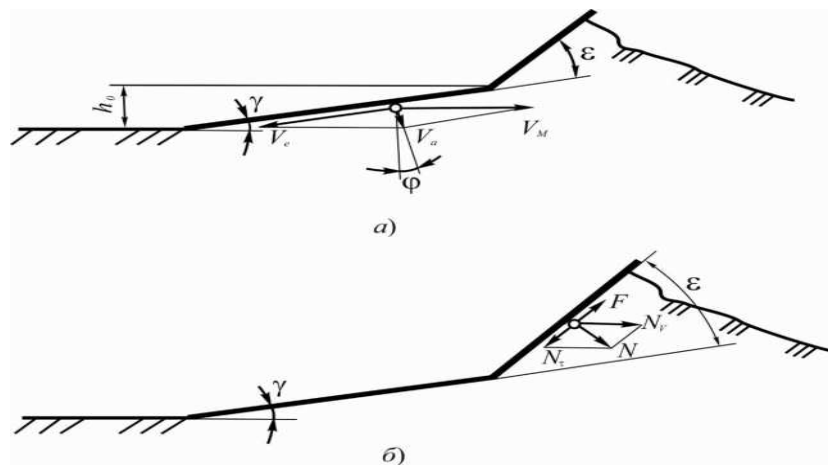


Fig. 3. Scheme for determining the angle of installation of the sealing part (a) and the angle of bend of the leveling part (b) of the leveling-compaction working body of the combined machine

We investigate expression (1) with respect to the extremum [5] and obtain

$$\gamma = \frac{\pi}{4} - \frac{\varphi}{2}. \quad (2)$$

During the operation of the machine from the side of the leveling part of the working body, the normal force and the friction force act on the soil particle $F = N \operatorname{tg} \varphi$.

We decompose the normal force acting on a soil particle into components and, acting respectively in the direction of movement of the working body (machine) and along the working surface of its leveling part $N_\nu = N / \sin(\gamma + \varepsilon)$ (3)

and

$$N_\tau = N \operatorname{ctg}(\gamma + \varepsilon). \quad (4)$$

Obviously, to ensure high-quality leveling of the soil surface, the following condition must be met

$$N_\tau < F, \quad (5)$$

Otherwise, soil particles are pressed into its depth without sufficient longitudinal movement and, as a result, the required leveling quality of the soil surface is not ensured.

Taking into account (2) and (4), as well as the above value of F , we have

$$\varepsilon > 90^\circ - (\gamma + \varphi). \quad (6)$$

The height of the working body was determined from the condition of excluding soil spilling through its upper edge. In this case, the following expression was obtained

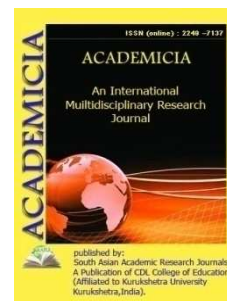
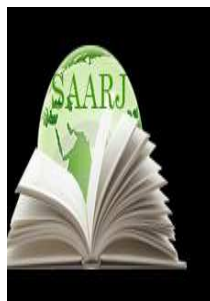
$$H \geq \sqrt{\frac{4 Z_n l_n}{\pi [\operatorname{ctg} \mu - \operatorname{ctg} (\beta - \varepsilon)]}}, \quad (7)$$

where, Z_n - the average height and length of the longitudinal irregularities of the field surface; μ - the slope angle of the soil of the drag prism formed in front of the leveling part of the working body.

Calculations carried out according to expressions (2), (6) and (7) at $\mu = 30^\circ$ and $\beta = 45^\circ$ [6], showed that the angle of installation to the horizon of the lower sealing part of the working body should be, the bending angle of its leveling part relative to the sealing part should not less and the leveler height is at least 16 cm.

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UNIVERSAL COTTON SEEDING UNIT

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ABSTRACT

This article presents sowing devices with elastic tedders and an experimental nesting device of a cotton seeder installed on a single-bar frame of the unit. In this case, an elastic agitator is installed above the feeder-agitator of the sowing device. Determined the length of the rod - the turner and its diameter.

KEYWORDS: Seeders, Seeding Devices, Seeds, Industrial Crops, Furrows, Plant Density, Arch-Breaking Devices, Toothed Agitator-Feeder, Toothed Seeding Wheel, Flexible Elastic Agitator, Seed Guide, Dotted Sowing, Conical Nesting Device, Elastic Rod-Agitator, Schemes Sowing, Vault.

INTRODUCTION

The main task of the seeding apparatus for industrial crops is to ensure their uniform supply into the grooves of the rows to obtain a given plant density.

The industry of the Republic of Uzbekistan produces seeders equipped with devices for sowing lowered or bare cotton seeds. In connection with the improvement of sowing technology, methods of preparing seeds for sowing, as well as labor productivity requirements during sowing, in recent years there has been a slight update of the fleet of seeders, including cotton. At the same time, the layout of the devices, the working bodies of the support-drive wheels changed, the volumes of the bunkers significantly increased, the conditions for the grasping of the coils of the pubescent seeds by the teeth changed, which required theoretical and experimental studies to select the optimal parameters of the seeding device [1].

Therefore, the advantages and disadvantages of seeders in relation to the quality of the distribution of seeds in the row and in the sown field as a whole are mainly determined by the operation of the seeding devices.

The use of bridging devices as a means of reducing the adhesion of seeds to each other is the most promising. Therefore, research was carried out in this direction. For sowing lowered cotton seeds, the classic design of the sowing device was adopted for research, containing a bottom, a toothed agitator-feeder, a toothed seeding wheel, and an adjusting flap. This apparatus is shown in Figure (1.a)

At the end of the feeder, an axis is installed, on which a spring is fixed, one end abuts against the body of the crown - the feeder, and the other end is free, moving in the mass of seeds and is its own flexible elastic agitator.

Due to the complexity of the sowing sections, in the single-bar cotton seeders produced in the design, sowing of bare seeds is carried out using a direct seed guide (without a nesting device) only dotted sowing. To eliminate this drawback, we proposed a conical nesting device (conical blade disk) for the sowing section of a single-bar seeder, sowing bare cotton seeds (Fig. 1.b)

The experimental nesting device is installed in the seeding section at an angle 45° in the direction of the unit. In this case, the window of the nesting device is placed close to the seeding window of the cutter of the seeding device.

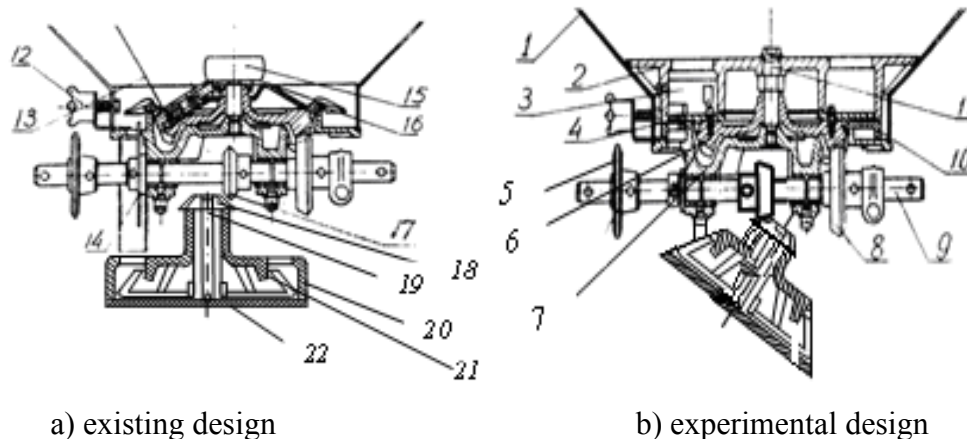


Fig. 1. Seeding units of cotton seeder

1-bunker; 2-safety disc; 3- intermediate ring; 4-seeding disc; 5-star; 6- conical sprocket; 7- the body of the apparatus; 8-lead sprocket; 9-shaft; 10-intermediate shaft; 11- axis; 12- adjusting screw; 13- reflector; 14-coil; 15-special bolt; 16-turner; 17-driven sprocket; 18- drive shaft; 19 - vertical axis; 20- housing of the nesting apparatus; 21-blade disc; 22-cover .

In the existing apparatus, the length of the axis on which the turner spring is located is structurally determined by the feeder crown. According to the diameter of the feeding rim (Fig. 1.a)

($d_{\text{BH}} = 200 \text{ mm}$) the length of the spring is $l_{np} \leq 50 \text{ mm}$.

When calculating a spring, the first step is to select the length of the bar, the diameter of the springs and the diameter of the bar.

In the process of operation, the elastic rod-agitator creates a certain pressure on the cotton seeds located in the hopper during the rotation of the agitator-feeder, on which the lower end of the spring rod is fixed, and the rod itself experiences resistance from the seeds. With a large depression of cotton seeds and their moisture, the height of the loosened layer must be greater, and therefore there must be a greater moment required for tedding the seeds, which can lead to slipping of the support wheel and a violation of the sowing pattern.

When the agitator-feeder rotates and point 0 deflects forward by an angle α , the rod deviates from the initial position tangentially at point 0 by an angle β due to wedging of seeds near the hopper wall (Fig. 2).

With a sufficiently large length of the agitator rod of weak rigidity and a deviation of 0 from the AO1 axis, the end of the rod (B) will take a stable position of the vertical axis passing through point 01, forming a cone above the feeder with a gear ring that promotes bridging.

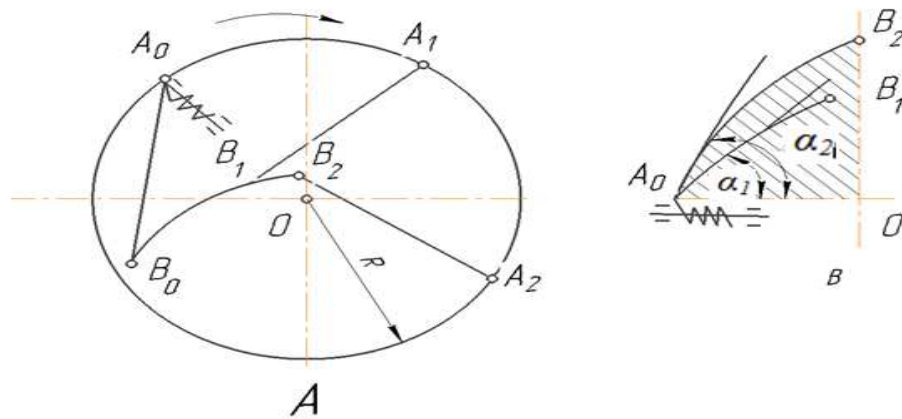


Fig.2. The trajectory of the rod end "B" in the mass of seeds (top view); B_0, B_1, B_2 - sequential bar end position.

The formation of a conical vault is most undesirable, because the vault has the greatest stability, and in this case the turner will practically be inactive.

From the analysis of Fig. 2 it follows that in order to prevent the formation of such a cone, it is necessary:

- either increase the rigidity of the agitator spring to eliminate the deflection of the rod by an angle α , but this, in turn, can lead to an increase in the required torque and damage to the seeds;
- either reduce the length of the rod to a certain size with a constant spring [2].

To calculate the length of the agitator, we take the path to reduce its length at a constant spring rate.

From the condition of eliminating the formation of a conical arch, the length of the turner rod should be within

$$r \leq l \leq Z_{kp} \quad \text{or} \quad 100\text{mm} \leq l \leq 200\text{mm}$$

Where Z_{kp} – minimum height of the cylinder formed by the agitator shaft. r – feeder rim radius, $r = 100\text{mm}$

$$Z_{kp} = \frac{r}{\cos \alpha} \quad (1)$$

Where, α - angle at the base of the tine feeder $\alpha = 35^\circ \dots 60^\circ$

Then

$$Z_{kp1} = \frac{r}{\cos \alpha_1} = \frac{100}{\cos 35^\circ} = 122 \text{ mm} \quad Z_{kp2} = \frac{r}{\cos \alpha_2} = \frac{100}{\cos 60^\circ} = 200 \text{ mm}$$

This means that the length of the turner rod is taken equal in terms of 120... 200mm.

The tedder shaft, during its movement, experiences pressure from both sufficiently densely packed seeds, as well as loose ones, which depends on the methods of filling and the method of

preparing the seeds for sowing (moistening, languishing). Therefore, its fluctuations will have a variational character [3].

Let us consider the movement of the turner rod based on the system for determining the bending of a cantilever elastic rod, while the model of the system under consideration includes [4]:

1. A model elastic bar with a mass intensity defined as

$$\frac{\pi d^2 \gamma_c}{4g} \cdot \frac{d^2 U}{dt^2}; \quad (2) \text{ When } d - \text{rod diameter, m:}$$

γ_c - core material density, kg / m³

g - acceleration of gravity, m/s²

In this case, the first term is the mass of a unit length of the rod, and the second is a function of dynamic acceleration.

1. The bending stiffness of the bar is determined according to the expression:

$$2. \quad EJ = E \frac{\pi d^4}{64}; \quad (3)$$

$$\text{and the distributed elastic force: } F_{\text{уп}} = EJ \frac{d^4 Y}{dz^4}; \quad (4)$$

When $\frac{d^4 Y}{dz^4}$ - the fourth partial derivative with respect to the length of the rod in the section under consideration.

1. The generalized coordinate taking into account dynamic bending $U(t, Z)$ is a function of time t and coordinates of the section under consideration Z .

2. The intensity of the external force, ie the variability of the impact of seeds on the rod $q(t, Z)$ (N / m).

This function is characterized by a dependence on time, for which we consider the pressure from the weight of the seeds on the wall of the hopper and the turner.

Based on the above, we obtain the following differential equation:

$$\frac{\pi d^2 \gamma_c}{4g} \cdot \frac{d^2 U}{dt^2} + EJ \frac{d^4 U}{dz^4} = (q_1 \sin \frac{\pi Z}{2l_0} + q_2 \sin \frac{\pi Z}{l_0}) (1 - \cos \frac{2\pi t}{\tau_B}) \quad (5)$$

We find a solution to the problem by designating

$$\mu = \frac{\pi d^2 \gamma_c}{4g} \text{ (кг} \cdot \text{с}^2 \text{/м}^2\text{)}; \quad C^2 = \frac{EJ}{\mu}; \quad q_m = \frac{q_1}{\mu}.$$

Then the equation for the first mode of vibration takes the form

$$\frac{d^2 U_1}{dt^2} + C^2 \frac{d^4 U_1}{dz^4} = q_m \sin \frac{\pi Z}{2l_0} (1 - \cos \frac{2\pi t}{\tau_B}). \quad (6)$$

Then

$$U_{\max} = \frac{2q_m \sin(\pi Z/2l_0)}{a^2} \text{ (м)} \quad (7)$$

Given some constructive values of quantities and previously determined, the values of the function for $l_0 = 150; 200$ и 250 mm and from there we preliminarily determine the diameter of the turner rod. The operation of the rod-turner can occur under various conditions, when the rod is subjected to a sudden concentrated load, evenly distributed and constant, etc. We believe that from the point of view of long-term operability of the agitator rod, the calculation must be made from the condition of a suddenly applied concentrated load at the free end of the agitator

$$U_{max} = \frac{2q_m}{a^2} \sin \frac{\pi Z}{2l_0}, \text{ M} \quad (8)$$

When

$$2q_m = \frac{2q_1}{\mu}, \frac{M}{c^2};$$

$$a^2 = c^2 \frac{\pi^4}{16l_0^4} = \frac{EJ\pi^4}{\mu 16l_0^4}, \frac{1}{c^2}.$$

Then

$$U_{max} = \frac{125 \cdot q_1 \cdot l_0^4}{\pi^4 E \cdot d_o^4}. \quad (9)$$

When $l_0 = 150$ mm,

Get

$$d_o = \sqrt[4]{\frac{5,39}{10^{12} \cdot l_0}} \text{ M}$$

From here

$$d = \sqrt[4]{5,39 / (0,150 \cdot 10^{12})} = 0,00245 \text{ m.}$$

or 2,45 mm.

In the experimental design of the seeding device, when the seeding disc rotates, the cells filled with seeds come to the seeding window, above which a reflector is installed and removes excess seeds. The seeds fall out of the cells into the window under the influence of their own weight, as well as with the help of a pusher. The seeds dropped out of the window are picked up by the blade by the nesting disc and thrown into the opener cavity. Then the covering implements produce closed grooves and the press roller forms a convex ridge of soil above the seeds.

The nesting device must be able to sow compact, unstretched nests located at specified distances along the row length. For this, it is necessary to correctly select the operating modes and parameters of the nesting apparatus. The movement of single seeds into the housing of the nesting apparatus and the flight of seeds inside the opener should be investigated.

Let us consider the case of a seed located at the outer end of the blade and at the wall of the apparatus body. (Fig. 2)

Let us introduce the following notation:

m - the mass of the seed;

r_0 - the radius of the inner end of the blade;

r_l - the radius of the outer end of the blade;

f_1, f_2 и f_3 – the coefficients of friction of the seed, respectively, on the surfaces of the bottom of the body, the blade and the wall of the body;

V_r – the speed of the relative movement of the seed along the blade;

V_n - the peripheral speed of the blade.

We accept the origin of the rectangular coordinate system at point 0, located in the center of rotation of the disk, the Z axis, passing through the axis of rotation of the disk, and the X and Y axes, located in the plane of the bottom of the body, and the X axis coincides with the radius of the blade [2].

At the moment the movement begins, the forces act on the seed:

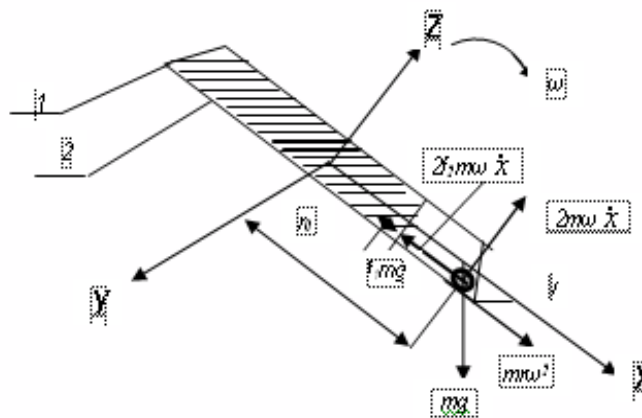


Fig-2. Scheme of the action of forces on the seed in the nesting apparatus

1- blade disc; 2- disc walls;

mg is the strength of the weight of the seed. The projection of the force on the X-axis is 0. The projection relative to the horizontal plane creates an angle α .

$mr\omega^2$ - centrifugal force;

f_1mg - friction force of the seed on the surface of the bottom of the body;

f_1, f_2mg - friction force of the seed on the blade surface;

$2\omega\dot{g}_r m$ - Coriolis force;

$2f_2\omega\dot{g}_r m$ - friction force of the seed on the surface of the blade, arising from the action of the Coriolis force.

Let's compose the differential equation of the seed movement in projections on the X-axis:

$$m\ddot{x} = mg \cos \alpha + mr\omega^2 - f_1mg - f_2f_1mg - 2f_1\omega V_r m, \quad (10)$$

$$\ddot{x} = g \cos \alpha + r\omega^2 - f_1g - f_2f_1g - 2f_1\omega V_r, \quad (11)$$

Or $V_r = \dot{x}$

$$\ddot{x} = g \cos \alpha + r\omega^2 - f_1 g - f_2 f_1 g - 2f_1 \omega \dot{x}, \quad (12)$$

Figure 2 shows that for a given position of the blade

$$r=r_0+x, \quad (13)$$

where x is the distance traveled by the seed from the inner end of the blade.

Substituting equation (4) in (3), we represent it in the following form:

$$\ddot{x} + 2f_1 \omega \dot{x} - \omega^2 x = \omega^2 r_0 - f_1 g(1 + f_2) + g \cos \alpha, \quad (14)$$

The resulting equation is a linear inhomogeneous differential equation of the second order.

We find the general solution using the homogeneous equation of the additional function (u) and the particular solution of this equation \mathcal{G} according to the formula:

$$x = u + \mathcal{G}. \quad (15)$$

To solve the homogeneous equation, we use: the characteristic equation

$$K^2 + 2f_1 \omega R - \omega^2 = 0, \quad (16)$$

The roots of which are equal:

$$K_1 = -\omega(f_1 + \sqrt{1 + f_1^2}), \quad K_2 = -\omega(f_1 - \sqrt{1 + f_1^2}).$$

The complementary function equation would be:

$$u = c_1 e^{K_1 t} + c_2 e^{K_2 t} = c_1 e^{-\omega t(f_1 + \sqrt{1 + f_1^2})} + c_2 e^{-\omega t(f_1 - \sqrt{1 + f_1^2})}, \quad (17)$$

When c_1 и c_2 – arbitrary constants.

A particular solution to the inhomogeneous equation is $\mathcal{G} = A$

where coefficient A is determined as follows:

$$\mathcal{G} = A, \quad \dot{\mathcal{G}} = 0 \text{ and } \ddot{\mathcal{G}} = 0.$$

Substituting these values into the original equation, we find

$$\mathcal{G} = A = -\left(r_0 - \frac{f_1 g(1 + f_2) - g \cos \alpha}{\omega^2}\right), \quad (18)$$

The general solution to the equation will be:

$$x = c_1 e^{K_1 t} + c_2 e^{K_2 t} + c_2 e^{K_2 t} - r_0 + \frac{f_1 g(1 + f_2) - g \cos \alpha}{\omega^2}, \quad (19)$$

Arbitrary constants are determined from the initial conditions of motion at

$$t = 0, \quad x = 0, \quad \dot{x} = 0$$

$$C_1 + C_2 = r_0 - \frac{f_1 g (1 + f_1) - g \cos \alpha}{\omega^2},$$

$$K_1 C_1 + K_2 C_2 = 0.$$

Solving the equation, and determine the value C_1 and C_2 :

$$C_2 = \frac{K_1}{K_1 - K_2} \left[r_0 - \frac{f_1 g (1 + f_1) - g \cos \alpha}{\omega^2} \right],$$

$$C_1 = \frac{K_2}{K_2 - K_1} \left[r_0 - \frac{f_1 g (1 + f_1) - g \cos \alpha}{\omega^2} \right].$$

Substituting into equation (19), we get after transformations:

$$x = \left[r_0 - \frac{f_1 g (1 + f_1) - g \cos \alpha}{\omega^2} \right] \left[\frac{1}{K_2 - K_1} (K_2 l^{K_1 t} - K_1 l^{K_2 t}) - 1 \right], \quad (20)$$

Or

$$\dot{x} = \mathcal{G}_r = \left[r_0 - \frac{f_1 g (1 + f_1) - g \cos \alpha}{\omega^2} \right] \left[\frac{K_1 K_2}{K_2 - K_1} (l^{K_1 t} - l^{K_2 t}) \right], \quad (21)$$

From the condition when

$$t = 0, \quad x = 0, \quad \dot{x} = 0,$$

then

$$r_0 - \frac{g [f_1 (1 + f_2) - \cos \alpha]}{\omega^2} = 0$$

From the formula, you can determine the angular velocity of the vehicle:

$$\omega = \sqrt{\frac{g [f_1 (1 + f_2) - \cos \alpha]}{r_0}}, \quad (22)$$

With slip coefficient values $f_1 = 0,53$ (для чугуна), $f_2 = 0,39$

(for steel), blade radius $r_0 = 6,6$ см (for cotton seeders) and the angle of inclination of the installation of the nesting device $\alpha = 45^\circ$, define

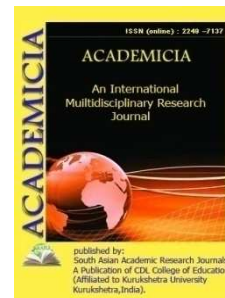
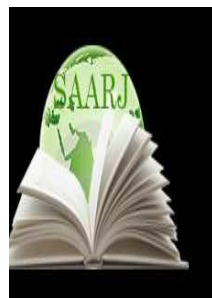
$$\omega = \sqrt{\frac{g [0,53(1 + 0,39) - \cos 45]}{6,6}} = 2,3 \text{ рад/сек}.$$

Thus, for experimental verification, the length of the rod

of the agitator, we take equal in terms of 120... 200 mm, to ensure sufficient rigidity of the rod, we accept springs with a diameter of $d = 2.45 \dots 3.0$ mm, the angular velocity of the nest apparatus should be 2.3 rad / sec.

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THE INTERACTION OF LINGUISTIC AND NON-LINGUISTIC MEANS IN EXPRESSING THE SOCIAL CHARACTERISTICS OF A PERSON

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ABSTRACT

The article says that a person is a complex creature. His social characteristics are directly and indirectly related to his social origin, age, education, place of residence, nationality, gender, and the social characteristics of a person are also manifested through his speech. Speech, on the other hand, occurs through linguistic and non-linguistic factors.

KEYWORDS: *Speech, Factor, Linguistic, Non-Linguistic, Personality, Analysis, Character, Environment, Communication, Process.*

INTRODUCTION

This can be achieved not only on the basis of a choice of "linguistic possibilities", but also when the selected linguistic means are used in combination with non-linguistic factors such as mental, physiological, purely physical, ethnic, natural, etc. From language to → speech the intended effectiveness can only be achieved if we take into account the fact that the process of occurrence is associated with many factors associated with different areas of knowledge.

It is understood that linguistic and non-linguistic (national, social, mental, conditional, habitual, etc.) factors arise together as a complex phenomenon in the communicative process and perform a certain information and expressive function in the communicative process.

Verbal communication is the use of linguistic and non-linguistic means in the process of communication. This is the first distinctive feature of verbal communication.

In addition to the language, that is, the linguistic community, there should be a community between the speaker and the listener in the use of non-linguistic factors in communication.

The interaction of linguistic and non-linguistic means is also important in the manifestation of a person's social qualities. Because the communication system consists of a number of linguistic and non-linguistic factors.

The interaction of linguistic and non-linguistic factors is manifested in their mutual compatibility, when analyzing the speech system it is inappropriate to negatively look at the position of any of them, the principle of complex analysis prevails. "It is impossible to know an accurate description of the structure and meaning of speech devices without relying on context or, more precisely, factors associated with the use of these structures."

The character, thoughts, lifestyle of a person are expressed in his speech and behavior. Emotions are a special class of subjective psychological states that are reflected in the form of direct experience of the process and the consequences of a person's own activity and the objective world around him and his relationship with the phenomena of things. The assessment of the surrounding world is based on the value system adopted in this society. Belonging to a particular society, as well as the level of emotionality, also determine its intensity. Collective culture is more of an individual differentiation of emotional categories, and its representatives more vividly express their feelings.

Mimic-intonational expression associated with controlled components of emotions is an important field of study of emotions and emotions today, since non-verbal forms of expression can serve as an objective indicator of emotion.

Peripheral changes in emotional experiences cover the entire body, extend to the muscular system of the face and the whole body and are called expressive movements: facial expressions - expressive facial movements; pantomime - expressive movements of the whole body; "Vocal mimicry" is the intonation of the voice and the expression of emotions in timbre. Expressive

The mimetic components of emotions are not only the expression of emotions, but also a factor that enhances the experience of emotions. Expressive actions perform a certain specific function, i.e. communicative function, actions are not only an accompaniment of emotions, but also an external form of their presence or manifestation.

The symbolic meaning of expressive action arises in the process of accumulating many years of experience in the field of communication. The form and types of expressive actions are determined by the social environment to which we belong. We often clarify this or that expressive action, because it has a certain meaning. This reaction becomes a semantic act that to a certain extent replaces speech. Noverbal communication often becomes the "language" of looks, smiles, facial expressions, gestures, postures, gestures, filled with beautiful nuances, with the help of which we talk a lot with each other, even when we are silent. Among the elements of non-linear behavior is eye contact, based on an optical-kinetic system of signs. E. E. Erickson noted the peculiar expressiveness of Russian views, using them "as emotional receptors." Hall noted that Americans only look them in the eye if they want to make sure that the interlocutor understands them correctly.

The factors influencing verbal and non-verbal communication are closely related, but there are significant differences in their practice at different stages of communication. Noverbal factors play an important role in getting people to know each other, first impressions and description of the interlocutor in any category - professional, age, intellectual, social, gender, etc. D. E.A.

According to Petrova, in the first 12 seconds of a conversation, the interlocutors receive non-verbal information. According to him, the interlocutors pass on basic information about human relations to each other in the first 20 minutes of the conversation.

Nolison's signals are better known to women than men, and this skill is especially developed when raising young children.

A. Pease notes that the verbal signal receives five times more information than the verbal signal. Verbal and non-verbal cues may or may not coincide with information conveyed during communication. In addition to choosing and using linguistic units in accordance with the purposes of each speaker, he or she also uses appropriate non-linguistic means.

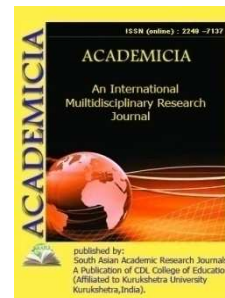
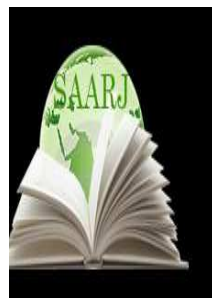
It is noteworthy that when expressing social characteristics of a person, linguistic and non-linguistic factors coincide, when linguistic factors increase, non-linguistic factors decrease, and when non-linguistic factors increase, linguistic factors decrease.

In addition to the phonetic, lexical and syntactic means through which a person expresses social traits, nonlinear factors also interact for a specific purpose.

In a word, man is a complex creature. His social characteristics are directly and indirectly related to his social origin, age, education, place of residence, nationality, gender. Social characteristics of a person are also manifested through his speech. Speech, on the other hand, occurs through linguistic and non-linguistic factors. Social characteristics of a person Linguistic and non-linguistic means of linguistic means together serve to control the social characteristics of a person. These two tools fully reflect the intended purpose.

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ISOMORPHIC AND ALLOMORPHIC FEATURES OF THE VERBALIZERS OF THE CONCEPT "BEAUTY" IN ENGLISH AND RUSSIAN

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ABSTRACT

In this work, an attempt is made to analyze the isomorphic and allomorphic features of the means of the concept of "beauty" in English and Russian languages, the general characteristics of the concept "beauty" in English and Russian linguocultures are considered, which are reduced to conformity with the ideal, the interflow of the general evaluative and aesthetic qualifications of the object, the presence of intense clarifications, recognition of possible moral flaws with external beauty.

KEYWORDS: *Typology, Concept, Cultural Linguistics, Comparative Analysis, Isomorphism, Allomorphism, Female and Male Beauty.*

INTRODUCTION

As you know, it is very important for a typology to establish the similarity or similarity of systems of various sizes and scales. This similarity, or parallelism, of individual links in the structure of the language, individual micro or macrostructures that make up it, is called isomorphism. The term "isomorphism" was introduced into linguistic use by the Polish linguist E. Kurilovich from mathematics, where it denotes the identity, the similarity of the internal structure of two systems of numbers [1; 23-25]. Unlike E. Kurilovich, E. A. Makayev defines isomorphism as "the uniformity of the structure of constitutive linguistic units of different levels, the consequence of which is or may be the uniformity of relations between these units at different levels" [2; 34-37]. This understanding of isomorphism, according to E. A. Makayev, reflects the peculiarities of the structure of the language and is associated with its various levels. It will help to identify the same type of structure of units of different levels, such as a limited

number of invariants with an unlimited number of options, the presence of paradigms formed by units of all levels; makes it possible to reconstruct different levels of the language, which is related to the construction of myological grammar. E. A. Makayev also believes that when describing the levels of a language and establishing the uniformity of their structure, the most effective will be distributive and transformational analyzes [2; 42-46].

In our opinion, one of the goals of the typological description of a language should be considered the identification of the isomorphism of different languages, that is, the establishment of the similarity or similarity not only of microsystems, but also subsystems and entire systems of a number of languages.

Isomorphism is opposed by allomorphism, which testifies to the diversity of the structure of linguistic units that make up a given level. When describing the similarities and discrepancies between languages, the typology uses the concepts of isomorphism and allomorphism, respectively.

Isomorphism is parallelism in the organization of the sound and semantic sides of the language (in linguistics). And also the presence of a fundamental, but not detailed similarity in the structure of different language levels. Let's consider the concept "beauty" in two dissimilar and unrelated languages in English and Russian, and study its differences and similarities. The general characteristics of the concept "beauty" in English and Russian linguocultures boil down to conformity with the ideal, the overflow of the general evaluative and aesthetic qualifications of the object, the presence of intense clarifications, the recognition of possible moral flaws with external beauty, the fear of a very ugly appearance and disdain for an ordinary appearance.

The main specific characteristics of the concept "beauty" in English linguistic culture are the opposition of directly emotional and rationally reflected positive aesthetic assessment, emphasizing choice as a condition for recognizing something that meets the criteria of beauty, the predominant awareness of the ugly as a result of wrong human behavior. The main specific characteristics of the concept "beauty" in Russian linguoculture are the opposition of internal and external beauty, emphasizing the wonderful essence of beauty, the predominant understanding of ugliness as a defect independent of people and the resulting pity in relation to people with physical disabilities, awareness of the close relationship between beauty and health .

The linguistic design of the standards of beauty in the Russian and English languages testifies to the fact that in the Russian language there are two standards of beauty for women and men, in English there is only one opposition: female - male beauty. a) A distinctive feature of the Russian beauty of women is majesty, smoothness, unhurried movements, pride of gait, ruddy complexion. These qualities are indispensable in the Russian traditional standard of beauty, and can be present in the borrowed, which reveals similarities with the Western European ideal. In the English standard of beauty, the special whiteness and freshness of the skin, the slenderness and fragility of the physique, the gracefulness and ease of movement of a woman are valued. b) In male beauty, the English language emphasizes the majesty and importance of the species; Russian prefers the strength of the physique. The prototype of male beauty in the Russian language is the image of a good fellow, which is entrenched in the semantics of the epithet "good fellow".

The cheerfulness and grace of men are valued in both languages, but in Russian they can exist independently, referring to two different standards of beauty [3; 23-25].

Etymological transformation of aesthetic ideas of synonyms of the word "beautiful"

<i>Синоним</i>	<i>Исходная идея</i>	<i>Современное значение</i>
<i>attractive</i>	attractive, interesting, which you like '	→ 'attractive'
<i>bonny</i>	good'	→ 'beautiful, beautiful '
<i>captivating</i>	capture, enslave '	→ 'Captivating, charming'
<i>charming</i>	magical beauty '	→ 'Charming, adorable'
<i>comely</i>	To be beautiful'	→ 'pretty, pretty '
<i>elegant</i>	Choosing carefully'	→ 'graceful, elegant, refined'

<i>enticing</i>	burning → 'exciting'	→ 'attractive, seductive '
<i>exquisite</i>	'search, invention ' → 'inventive, skillful; thoughtful '	→ 'Which led to something perfect, complete, exquisite'
<i>fair</i>	decorated, captivating '.	→ 'Mouth beautiful, beautiful'
<i>fine</i>	limit, end, border (reached the limit of perfection) '	→ 'Thin, sophisticated, graceful'
<i>graceful</i>	welcome, praise '→ 'pleasant qualities in a person '	→ 'graceful, graceful; pleasant'
<i>handsome</i>	easy to use (communicate) '	→ 'Handsome, handsome; significant'
<i>lovely</i>	favorite '	→ 'Beautiful, beautiful; delicious'
<i>nice</i>	stupid → 'frisky (irresponsible, lecherous)' → 'shy, modest' → 'sophisticated, graceful' → 'trying to please ' →	→ 'Good, nice, sweet, nice (also ironic)'
<i>pretty</i>	'crafty, cunning' → 'inventive; beautiful, brave " → 'Beautiful, in the sense of light or graceful manners' →	→ 'Cute, adorable, cute'
<i>splendid</i>	'bright, brightness ' 'Bright, brightness' → Bright, sparkling, shimmering, shiny'	→ 'Gorgeous, luxurious, shiny; colloquial excellent, excellent '
<i>wonderful</i>	surprise, amazement, miracle '→	→ 'amazing, wonderful '

A number of signs indicating the beauty of an object are associative in nature. The beauty of women, girls and boys is often characterized through the description of soft tissues (cheeks, lips, etc.). Male beauty is more favorably conveyed by indicating the parts of the face and body that create their shape (nose, chin, etc.). Differences between the Russian and English languages are manifested in the selection of a number of features that accompany a beautiful object, for example, the brilliance of the surface in English, the peculiarities of the shape of the object in Russian.

In English, beauty and fashion are related to the fact that they determine the status of a person in the eyes of others. In Russian, positive assessments of appearance are often found between the concepts of beauty and catchiness. In some cases, catchiness can replace fashion, which often serves as a means of attracting attention. This attitude towards clothes and accessories in Russian found expression in the neologism of glamor.

To describe nature and small objects in English, vocabulary that characterizes female beauty is used, in Russian - emotionally colored adjectives, as a rule, characteristic of female speech. Works of art are considered beautiful if they show a resemblance to nature, so the same vocabulary that is used to describe nature applies to them, but also a number of adjectives with the same "skillful work" (handsome, graceful, exquisite). Human creation is beautiful if similar to the ideal representation of him, for example, the image in the picture (pretty as a picture, as in the picture) [5; 67-68].

There is a close connection between the concept "beauty" and emotional, "material", mental and evaluative concepts. This connection manifests itself in the metaphorical layer of the Russian and English languages. Beauty is conceived by speakers of two languages in the following images: a fragile flower, a sharp object, water, mystery, strength, a source of power, life, light, warmth, joy, happiness, etc.

In the Russian language, the presence of two standards of beauty is recorded: traditional and borrowed. The main characteristics of the borrowed standard of beauty are the refinement of forms, elegance, grace, and good taste. In this way, the Russian standard beauty is close to the English one: The woman is ephemeral, elegant, with the gait of a sylph, and appears only in a mask (M. Shaginyan. Mess-Mend.); Wed: Against the light of the lamp, the delicate erotic lines of her slender body came up like a photographic print in a developing tray (B. Moore. SDS). The traditional ideal is characterized by the presence of external signs of health, such as a ruddy complexion, a strong physique, stateliness, and portly: She was such a beauty as she would be born a little beyond the Volga: round and white, like a washed turnip, a scarlet color spreads across her face, white hands, exactly carved, and the chest is like fluff in satin (PI Melnikov-Pechersky).

In contrast to Russian, in English, within each of the parameters describing the appearance (physique, movement and gait), there is only one opposition: female - male beauty. There is no division into two standards of beauty within one gender group.

The main difference between the English standard of beauty and the Russians is its social orientation and activity. Beauty, as a proper appearance, is a necessary attribute of a person's social life, it is necessary to be accepted in society. Therefore, a person must necessarily look elegant and have good manners (ladylike, gentlemanlike; The tailor makes the man).

Different associations are associated with beauty in the two languages. In Russian, *blue eyes* are considered beautiful, in English, *green*. However, in both languages, when describing eyes, preference is given to saturated colors: *blue, black, green, brown*, etc., for example: *velvet dark eyes, inky eyes, black eyes like jet beads, eyes deep and dark like mountain nights* (Mary Herin .DSW); *eyes like (dark) agate, like cherries, coals (coals), anthracite, eyes blue like the sky, like the ocean, like cornflowers, like pansies*, etc. Transparent and dull eyes with yellowness are not beautiful. In Russian, the comparison of human eyes with the eyes of *a deer* (chamois, roe deer, fallow deer, etc.) implies the meaning of beauty, while in English this meaning is manifested

only in comparisons with representatives of the cat family (cat, lynx), as well as with mythological images. These features of comparisons accentuate important differences in the nature of beauty in the Russian and English languages, the calm greatness of Russian beauty and the mysteriousness, lightness and grace of English. Additional characteristics of the eyes, such as an indication of the peculiarities of the shape and color of eyebrows, eyelashes, etc., confirm this conclusion. The connection of beauty with brilliance and radiance in the English language has become entrenched in comparisons with heavenly bodies. In Russian, comparisons with these images characterize mainly the shade of color, and the color, in turn, is associated with certain associations, one of which is beauty.

Among the stereotypical images of beauty in the Russian language, the following stand out: plants, deities, folklore characters; in the English language, the ideals of beauty are ancient deities, natural elements, flowers, small objects, etc.

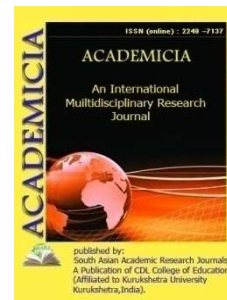
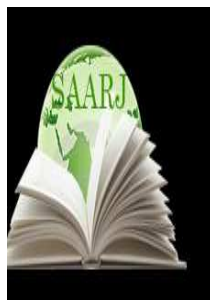
The beauty of sound in both languages is conveyed by comparisons with *birdsong, the murmur of water, the ringing of a bell, beautiful music*. But the English language seeks to convey the impression made by a beautiful voice in a deeper and more detailed way, using images of various kinds of drinks (brandy, wine, chocolate, honey, etc.) or recalling the feelings experienced by a person in different weather, season, day, etc. etc.

Stable connections of the concept of beauty with such concepts as joy, water, power, light, life, love, wealth, fear, death, etc. are observed.

Thus, the research material showed that when expressing the concept "beauty" in the compared languages, regardless of their genetic heterogeneity, a number of general patterns and specific features are found. Common features are due to: 1) the coincidence of lexical and semantic groups, indicating a single source of motivation for figurative meanings in the languages under consideration; 2) the presence of equivalent lexical units and the coincidence of the structures of the language. The basis for the presence of common semantic features in the system of stable figurative means of two unrelated languages is a single logic of human thinking, a general picture of the world, which is based on the unity of initial ideas and images.

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THE HISTORY OF THE TEXT AND SOME COMMENTS ON ITS GENESIS

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ABSTRACT

The article analyzes and summarizes the theoretical views on the term text history, which is the basis of textual studies except that, the alternative method of study is discussed. The author justifies the need to develop an integrated system of text history research. Based on the views of the great poet and thinker Alisher Navoi, was defined the scientific criteria on which this system is based. It has been scientifically proven that the study of the history of the text has been used in the study of the history of hadith texts and that the highly effective method of interaction has been applied to the process of bibliography and scientific research of literary monuments. It was concluded that one of the main conditions for achieving scientific accuracy, textual perfection in the study of the history of the text of works of art is the use of the method of contrast.

KEYWORDS: *Text, Manuscript Source, Devon, Text History, Counter Style, Art Text, Text Error, Analysis.*

INTRODUCTION

It is impossible development of textual science of without an in-depth study of the history of the text of classical works of art. Because the concept of text history is one of the basic theoretical foundations of textology. "The history of the text includes everything from examining the genealogy of manuscript sources to studying the worldview and ideas of the author and the copyist, from the realization of the author's creative intent in the creation of the work to the study of its interrelationships with other literary monuments" [6.9] makes it even clearer how important it is to study this scientific problem. Such an approach to the history of the text is described by the Russian textologist D.S Likhachev: "The concept of the history of the text

covers all aspects of the text of a particular work. Only a complete (or, if possible, complete) study of all issues related to the work will allow us to fully explore the history of the text of the work "[7.33] clarifies and complements it.

Today, as in the study of Uzbek classical literature, the methodology of scientific research in the field of textology has not been developed. The scientifically based criteria and principles of studying the text of classical works of art that can be applied to research in this area have not yet been determined. This, in turn, requires the development of an integrated system of text history research, which is the basis of both textual studies and literary-scientific analysis. The question arises: what scientific criteria should this system be based on? In our opinion, it would be more correct to look for the answer to this question in the views of Alisher Navoi, who raised the national literary and aesthetic thinking on a global scale.

What requirements did Hazrat Navoi set for poetry and literary text in general? In the preface of the devoni "Badoyi'-ul-bidoya": "How many kinds of work do I have here, it is mar'i, it is not seen in any other davawi" [1.20]. Although the great thinker spoke here about the requirements for the order of the devon, for artistic creation, these requirements can also be applied to the process of studying the textual history of the work. These requirements are:

1. Begin each of the thirty-two-letter ghazals on the devon with praise or naat. Hazrat Navoi writes about this: "... there is no difference in style between the ghazal of each letter and the previous ghazal. It is inevitable that in every commandment, the Haqq subhanahu wa ta'ala praises the Messenger of Allaah (peace and blessings of Allaah be upon him) for a moment, or a commandment that does not seem to be ignorant of these two things. If this bliss is not achieved for a moment, then in the opening ceremony of every particular commandment, there will be a kind of taqwa and takosul "[1.21]. This feature should be taken into account when analyzing lyrical devons in terms of text history. Especially, the basics of the author's worldview, the concept of creativity are expressed in the poems of Alisher Navoi in the lyrical divans with the content of praise and praise. Given that the history of the text is related to the plan or purpose of the poet or writer in the creation of the literary text, the importance of studying the essence of praise and ghazals, which reflect the concept of creativity of the great thinker, becomes even clearer.

2. That there should be ghazals on the devon that share the rays of enlightenment in the mind and heart of the reader, and that each ghazal should contain verses in the spirit of the sermon. According to the great poet: "I will not find Devon, I will not find a ghazal and our ghazal will be a ghazal, I will not find a byte of your sermon. If the world is finished, all the hard work and effort will be wasted "[1.21]. Here, too, one of the foundations of Alisher Navoi's creative attitude is expressed. It turns out that the devon, which is a collection of lyrical poems, should pay attention to the enlightenment content and the essence of the sermon, which is embedded in the text, as each work is analyzed. Since it is related to the author's conceptual views, it should be noted that this feature is of particular importance in the study of text history.

3. Matla '- the meaning of the beginning byte(poem) should be proportional to the content, form and style of the ghazal to the praise. In other words, the poem begins with one content and does not end with another, in the words of Hazrat Navoi: "... if there is a matla'e waqi in each content, I will be mostly andag, the praise will be in accordance with the nature of the picture" [1.22]. That is, the author must maintain this balance in form and content to the end, no matter what

image (genre) and meaning the text begins with. The formation and perfection of the text - this criterion related to the history of the text is important in terms of expressing the process of realization of the author's plan and purpose. According to the textologist Nafas Shodmonov: "... the author of the text, while reflecting the reality of the action, undergoes a certain creative mental process. In the process, it can change its attitude to certain parts of the text under the influence of objective and subjective reasons and make corrections of different sizes. Such corrections and changes form the basis for the study of the historical, artistic, ideological and methodological aspects of the material, creation, formation, construction, etc. of the text. Therefore, in the coverage of the history of the text, the process of its formation as a work of art can be realized only by analyzing the factual material contained in it "[8.22].

The requirements and criteria of Hazrat Navoi analyzed above are valuable in terms of reflecting the text of the work of art and the process of its creation. Consequently, relying on these criteria in the study and evaluation of text history will yield the expected results. The fact that the great poet himself fully complied with these requirements, in particular, increases their literary-aesthetic and scientific value. But, unfortunately, the publication and study of Alisher Navoi's works do not pay enough attention to these features.

It is known that Alisher Navoi, who set these requirements in Badoyi ul-Bidoya, in his first official office, perfected this criterion in Khazayn ul-Maoniy College. Proof of this is the perfect harmony, from the number of poems written to each letter to the way they reflect the content of praise and praise. It is especially important that these requirements are followed in his prose and scientific works. However, the publications of their text, unfortunately, have too many shortcomings in terms of research. The reason for this can be explained by the fact that the textual history of the works of the great thinker was thoroughly studied, and then the publication was not signed. Here is an example: Nasoyim ul-muhabbat was first published in the 17-volume 17-volume Collection of Perfect Works of the great poet. In the naat part of the work, the following words are written: "And for the sake of Hazrat was the wife of the prophet, and then the door of prophecy was closed. Every month, the imperfect have named the perfect scholars of the Ummah to perfection, so that they may take the place of the ancient prophets and show the way to those who have gone astray, as the scholars of my Ummah are like the scholars of the Children of Israel "[2.14].

There is a serious error in the translation of the hadith text in this quote. This is because the meaning of this hadith should be, "The scholars of my ummah are like the prophets of the Children of Israel." In the same edition, the text of the hadiths is in fact in Arabic.

In particular, the text of this hadith was given correctly at the end of the publication as اءايبناكى نبل يئارسامتى علماء. But if we take into account the fact that not only the average reader, but even most experts do not have the ability to read and understand the original, it becomes clear how serious a mistake was made in the table. Unfortunately, this mistake was repeated in Alisher Navoi's ten-volume Collection of Complete Works. The difference is that in this edition, the original text of the hadith is given side by side, and the translation is given in a strange way: "The scholar of my ummah is like the scholars of the Children of Israel" [2.92]. This mistake was corrected in the scientific-critical text of "Nasayim ul-muhabbat" prepared by Hamidkhan Islami and published in 2011 [3] and in the published editions [4] in 2017.

Research on the problems of textual studies, speeches in the press are dominated by the textual errors in the publications of the works of Alisher Navoi and other classical poets and writers, the views on the need to eliminate them. This also needs to be addressed. But without a deeper elaboration of the theoretical foundations of textual criticism, and without a transition to the evaluation, analysis, and study of the literary source on that basis, it is likely that it will remain as it is. The main problem of textual studies is the history of the text.

The commentators of the Qur'an have provided valuable information about the reasons for the revelation of the verses and the book history of this divine source. In the same way, the hadith scholars have determined the reasons for the inclusion of the hadiths of the Prophet (peace and blessings of Allaah be upon him), the date, that is, who narrated them, and determined the degree of authenticity of the hadeeths accordingly. In particular, it should be noted that these views on the order in which hadith books are narrated are related to the history of the text: "In Muslims, written information, especially hadith books, is narrated under a number of conditions. The muhaddith recites the hadith to the people while reciting the hadith based on his collection. Those who wish will record the narrated hadiths. If the church is large, certain people will be appointed to deliver the word of the muhaddith everywhere. They deliver every word out loud to those far away. The student who has written the hadiths in full then examines what he has written: the teacher takes what the student has written, the student takes the teacher's book, and examines each hadith verbatim and compares it to the original to the last letter. This method of copying a book is called "muqabala" [5.29].

The method of "cover" is valuable in the study of the history of the text of works of art, as well as in terms of achieving scientific accuracy, perfection of the text. This method of dealing with the history of hadith texts should also be applied to the process of bibliography and scientific research of the text of literary monuments. True, today is the age of computer technology. There is no need to read and compare literary sources aloud in public. But in the sense of literal, literal comparison, this method should also be applied to the process of studying literary texts, and if approached in such a style, it would be possible to achieve significant scientific results in the study of literary texts.

Of course, in any text by the secretary, if it is copied by hand, some mistakes may be made even when the author is copying. The information on how the error in the text was corrected in the style of Muqabala shows how serious the attitude of Muslim scholars towards the hadiths of the Prophet (peace and blessings of Allaah be upon him) was and how careful they were to make sure that the text was correct. is written. The work will be so precise that if a word or line is incorrectly copied or repeated, it will not be possible to delete it. If Bordiu seems to have been deleted, this copy has lost credibility and no one has accepted it. Because if you draw on it, you can see what's underneath. And the reader passes by without reading it. But if it is turned off, there is a suspicion that perhaps what is needed has been turned off, and therefore it will not be accepted. If the copy is reviewed by the sheikh and the teacher is satisfied with its accuracy, he allows the student to teach from this book and copy it to others with his signature in writing "[5.29].

In applying the method of dialogue to the process of studying textology, in particular, the history of the text, it is necessary to pay special attention to the following important features: 1) scientists work as a team with the sole purpose - to restore perfect text without errors; 2) letter-by-letter, word-for-word comparison of the text; 3) in order to eliminate errors, experts check the

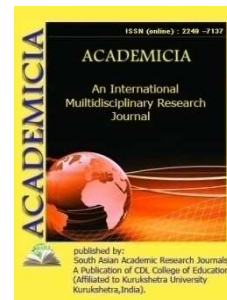
texts they have prepared by exchanging them with each other; 4) work on the text without deleting errors; 5) to establish the issuance of a special permit by the Society of Textologists today, if previously a written permission was given by a teacher-scholar to teach a lesson on the restored credible text. Due to the inability to form a scientific community united in the pursuit of a great goal, the lack of a systematic scientific approach to the publication of the works of Alisher Navoi and other classical poets and writers, the twentieth century has passed, but errors in the text have not yet been corrected.

The cover style is based on the experience of working on text on paper. In today's age of computer technology, the question naturally arises as to whether there is a need to apply such a method, whether it will give the expected effect. In fact, it should be noted that even when working with computer technology, there is a great chance of successful application of this method. For example, by drawing on an error in the text on a computer or by painting the error word in a certain color, you can achieve the same result as if you were working on paper.

The alternative method of studying the history of the text is also valuable in that it requires teamwork - the collaboration of a number of scholars. Naturally, scientific cooperation is highly effective, especially in textual work. If it is done in this way, there will be no need for such an unscrupulous practice as striving for self-respect and self-promotion. The issue of preparing a great scientific goal - the works of Alisher Navoi and other classical poets and writers for publication at a high level, without textual errors, comes to the fore. In this regard, one of the priorities of textual studies is the study of the history of the text, the application of the method of correspondence in the process of making perfect and reliable editions of classical literature.

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GEOLOGICAL STUDY OF UPPER CRETACEOUS AND PALEOGENE SEDIMENTS OF THE KULJUKTAU MOUNTAINS

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ABSTRACT

This article provides zoning and geological study of the Cretaceous and Paleogene sediments of the Kuljuktau and Auminzatau mountains. Their deposits are confined to certain stratigraphic levels and depend on the peculiarities of the physiographic conditions of the sediment formations in the all sedimentary Cretaceous basin. The geological study of the Cretaceous sediments is based on the geological and geographical principle which consists in grouping the sections according to the composition of their structure. Two subformations are distinguished: the lower belongs to the Oligocene and the upper — to the Miocene. The lower subformation of the Sarbatir Formation is represented by clays, sandstones, and redbeds.

KEYWORDS: *Cretaceous, Paleogene, Section, Fauna, Foraminifera, Stage, Formation.*

INTRODUCTION

The Cretaceous sediments in the Central Kyzylkum are widespread and characterized by transgressive occurrence on the Paleozoic formations and the absence of rocks of Berriasian, Valanginian, Hauterivian and Barremian ages. They are exposed as separate remains and are uncovered by numerous structural boreholes; various minerals are associated with them: iron, gold, uranium, mineral paints, quartz sands, clays. Their deposits are confined to certain stratigraphic levels and depend on the peculiarities of the physiographic conditions of the sediment formations in the all sedimentary Cretaceous basin. The study of sections of the Cretaceous sediments, the definition of the boundaries and volumes of stratigraphic units, the

revealing the causes and nature of changes in events of abiotic and biotic origin allow identifying areas with similar geological structure and the same sedimentation.

MAIN PART

The geological study of the Cretaceous sediments is based on the geological and geographical principle which consists in grouping the sections according to the composition of their structure. The main criteria for identifying the types of sections were recognized as stratigraphic completeness, thickness value, genetic, lithological, facies and faunistic features of deposits.

Cretaceous system

Upper section

Cenomanian Stage

Lower-middle substages

Donguztau Formation

In sections, the distinguished Donguztau Formation ($K_2S_{1-2} dn$) (by Donguztau v., C. Kyzylkum. I.M. Abduazimova, 1988) is represented by fine-grained, brick-red, gray sandstones; silty clays, clayey siltstones, gray, greenish-gray, bluish and light gray; with sandstones, gravelstones and gray conglomerates at the base. The thickness is 40-144 m. The formation with erosion lies at Shuruks one.

The formation is characterized by foraminifera: *Haplophragmoides sibiricus* Zasp., *Gaudryinopsis asiaticus* (N.Byk.), *Paragaudryina inornata* Suleym.; bivalve molluscs: *Lophadichotoma* Bayle, *Exogyra trigeri* Coq., *Chlamys elongatus* Orb., *Amphidontelubrica* Vinok., *Korobkovitrigonia ferganensis* (Arkh.); confined to the lower and upper parts of the Donguztau Formation.

The above complex of paleontological remains indicates the Early-Middle Cenomanian age of the Donguztau Formation. The formation was formed in coastal shallow water or lowland, coastal-marine periodically flooded by the sea.

Cenomanian Stage

Upper substage

Uchkuduk Formation

The Uchkuduk Formation ($K_2S_3 uc$) (by Uchkuduk, C. Kyzylkum. I.M. Abduazimova, 1988), lying according to the Donguztau Formation, and is composed of fine-grained, greenish-gray, brown sandstones in the lower part; concretionary, gray gravelstones; silty, greenish-gray clays; fine-grained, gray, greenish-gray sandstones with interlayers of gravelstones in the upper part. The thickness is 5-35 m.

The formation includes foraminifera: *Haplophragmoides semiinvolutus* Zasp.; *Gaudryinopsis asiaticus* (N.Byk.), *Paragaudryina inornata* Suleym., bivalve molluscs: *Korobkovitrigonia adarwaseana* (Rom.), the characteristic of the Late Cenomanian of the Southwestern spurs of the Gissar Range and the Tajik Depression.

Turonian Stage

Lower-middle substages

Jeyrantui Formation

The Jeyrantui and Kendyktubinsk formations are distinguished in this subdivision.

The Jeyrantui Formation ($K_{2t_1} džr$) (by Jeyrantui, C. Kyzylkum. I.M. Abduazimova, E.M., 1988) is composed of silty, finely dispersed, greenish-gray clays with interlayers of yellowish, greenish-gray siltstones, gray and pink sandstones in the sections of boreholes and outcrops. The thickness is 40-110 m. The formation with erosion lies at Uchkuduk one.

In the middle part of the formation (Jamanyarsai section), bivalve mollusks were identified: *Inoceramus labiatus* Schloth., establishing the *Inoceramus labiatus* zone, by the International Stratigraphic Scale.

In the west and east of the Kuljuktai distribution area, the Early Turonian level is traced in a closed area in numerous boreholes and is characterized by foraminifera: *Haplophragmoides sibiricus* Zasp., *H. turonicus* (Zhuk.), *Cribrostomoides turonicus* (Zhuk.), *Ammomarginulina exgr. amudariensis* (Zhuk.), *Reophax kysylcumensis* Suleym., *Recurvoides kyngyrtauensis* Suleym., *Ammomarginulina amudariensis* (Zhuk.), *Vialoviazera bulakensis* Suleym., *Gaudryinopsis asiaticus* (N.Byk.), *G. akrabatensis* Zhuk.; *Paragaudryina asiatica media* Suleym., *P. inornata* Suleym.; rare bivalve molluscs: *Liostrea ajaxartensis* Zapr., *I. labiatus* Schloth., *Korobkovitrigonia* sp., *K. exgr. darwaseana* (Rom.); ammonites: *Baculites romanowskii* Arkh.

Middle substage

Kendyktubinsk Formation

The Kendyktubinsk Formation ($K_{2t_2} knd$) (by Kendyktube, Bukantau mountains, C. Kyzylkum. I.M. Abduazimova, 1988) is represented in this type by quartz-micaceous, fine-grained, yellowish-green, greenish-yellow sandstones; fine-grained, light gray, variegated, brick-red sandstones with charred vegetative detritus; silty, variegated, greenish-gray clays with interlayers of clay siltstones, yellow. The thickness is 14-45 m. It lies at Jeyrantui one.

The Middle Turonian age of the Kendyktubinsk Formation was substantiated in outcrops and borehole cores by finds of different groups of organic remains. The formation is characterized by bivalve mollusks: *Cucullaea exgr. crassa* Burk., *Lima* sp., *Megatrigonia khorosmensis* Beljak., *Crassatella regularis* Orb., *Tellina semicostata* (Roem.), *Liostrea ajaxartensis* (Sim.) Zapr.; gastropods: *Caucasella cf. acanthophora* (Muller), typical of the Middle Turonian; in borehole sections — foraminifera: *Gaudryinopsis asiaticus* (N.Byk.), *Paragaudryina inornata media* Suleym., *P. inornata inornata* Suleym.

Turonian Stage

Upper Turonian

substage — Coniacian Stage

Laulau Formation

(lower subformation)

In the Upper Turonian-Coniacian sediments, they are united into the lower subformation of the Laulau Formation ($K_{2t3-k} II_1$) (by Laulau, C. Kyzylkum, I.M. Abduazimova, 1988). The subformation is composed of yellowish-green, pinkish-lilac, greenish-gray, and gray sands, sandstones, and clays in the lower part; in the upper part — of ferruginized brown sands; yellowish-green sands; and greenish-gray clays. The thickness is 68-87 m. It correspondingly lies at Kendyktubinsk one.

The age of the subformation is faunistically substantiated by bivalve mollusks, gastropods, and foraminifera: *Cucullaeacrassa* Burk., *Inoceramuspercostatus* Muller, *Megatrigoniasyrdariensis* (Arkh.); *Solariellaamudariensis* Arust., *Rostellindasubdalli* Pčel., *Nairiellaasiatica* Pčel., *Uxiauxima* Stol., *Gyrodesubtenellus* Pčel., *Clanculuspulchra* Arust.; *Gaudryinellapseudoasiatica* N.Byk., *Pseudoclavulinakasarinovi* Suleym. et Arap., developing in the Late Turonian and Coniacian of the Pitnyak uplift and the Southwestern spurs of the Gissar Range.

Santonian Stage

Laulau Formation

(upper subformation)

In the Kuljuktai sections, the Santonian level is established in the upper subformation of Laulau Formation ($K_{2st} II_2$) (by Laulau, C. Kyzylkum, I.M. Abduazimova, 1988), represented by clay, silty, greenish-gray, tobacco-green; sandstones, fine-grained, dark brown, greenish-yellow; sands of fine-grained, quartz, yellowish-green, with interlayers of shell rocks. The thickness is 23-75 m. The subformation lies eroded on the underlying formations.

The age of this part of the section was established from foraminifera: *Gaudryinellapseudoasiatica* N.Byk.; bivalve molluscs: *Chlamysingularis* Vinok., *Ostreaitemirensis* Vinok., *Exogyradzharanensis* Vinok., *Anomiacryptostriata* Rom., *Korobkovitrigoniaexgr.akkaptschigensis* Beljak., *Gyropleuravakhschensis* Bobk.; ammonites: *Stantonoceraspolyopsisamudariensis* Iljin., characteristic of the Santonian of the Central Asian paleobiogeographic area.

Campanian Stage

Karakatin Formation

(lower subformation)

In the Kuljuktai type, the Campanian deposits are identified in the lower subformation of the Karakatin Formation ($K_{2kk} I_1$) (by Karakatin basin, C. Kyzylkum, I.M. Abduazimova, 1988). The subformation in the section is represented by sands, sandstones, fine-grained, quartz, greenish-yellow, greenish; silty gray clays. The thickness is 4-65 m.

The age of the deposits is established from the bivalve mollusks: *Liostreaacutirostris* Nilsson, *Inoceramus* sp. (exgr. *balticus* Boehm.); foraminifera: *Trochammina* exgr. *senonica* Belous., *T. aff.uzbekistanensis* Zhuk., *Ammoglobigerina* exgr. *tenuisa* (Belous.) (Jamanyarsai sections) developed in the Campanian deposits of the Central Asian paleobiogeographic area. The clays contain shark teeth *Hybodussp.*, *Scapanorhynchusrhaphidon* (Ag.),

Heterodontus sp., *Squaliconar* sp., *Cretolamna appendiculata*, *Lamniformis* indet., (the Temirtash-Kampirsay section).

Maastrichtian Stage— K₂m

In sections of the Kuljuktau type, the Maastrichtian formations are composed of greenish-yellow, consertal sandstones, with ferruginous concretions, with interlayers of clays and limestones. The thickness is 4-27 m.

Bivalve mollusks were identified in the limestones: *Chlamys dujardini* Roem., *Liostrealehmannii* Rom. In the Balakarak, Chengeldy section, inoceramus: *Inoceramus barabini* Mort., *Inoceramus djasalensis* Vin., typical of Maastrichtian deposits of the same age in the Central Asian paleobiogeographic area, were found in sandstones, except *Liostrealehmannii*.

The **Paleogene sediments** of the Central Kyzylkum desert are widely spread with an interrupted band bordering the Paleozoic outcrops in the Tamdytau, Auminzatau, Kuljuktau, Bukantau, Djetimtau, as well as exposed in the Karakatin, Minbulak, Ukuzkak and other basins. The Paleogene sediments lie according to Maastrichtian formations, or with erosion on the lower levels of the Upper Cretaceous or Paleozoic. According to the lithological and facies features, the Paleogene formations are distinguished, compared by the complex of organic remains with the General Stratigraphic Scale.

Danish-Zealand ($P_1^1 d-zak(d)$). The *Akdzhar Formation* is represented by limestones, white, yellowish, brecciform sandstones, fragmented rock, light and dark gray. The thickness is up to 12 m. It occurs with erosion on the Maastrichtian deposits or on the lower Cretaceous levels. It is faunistically substantiated by bivalve mollusks: *Madioluselegans* Sow., *Fusus lapparenti* Br. et Corn., *Tornatellaparisiensis* (Desh.).

Thanetian Stage ($P_1^2 t^1 bh$). The Bukhara Formation is represented by white, sandy limestones. The thickness is up to 5 m. It lies eroded on the Akjar Formation or Maastrichtian deposits. It contains bivalve mollusks: *Carditaturkmenica* Vial., *Corbula* (*Cuncocorbula*) *asiatica* Vial., *C. (C.) triangulanta* Vial.

Thanetian Stage ($P_1^2 t^2 kz$). The Kazakhtau Formation is represented by sands, clays, yellow, and gray. The thickness is up to 8 m. The formation lies on the Bukhara one. The fauna is characterized by bivalve mollusks: *Glicymeris duponti* Cossm., *G. Cornet* (Koen), *Pitarduponti* (Cossm.), *Corbula* (*Cuncocorbula*) *asiatica* Vial., *C. regulbiensis* Morris, *Thraciaprestwichi* Desh., *Jujibinus quadrangulatus* (Br. et Corn.) typical of the Thanetian Stage.

Ypresian Stage (lower) ($P_2^1 inr$). The Nurin Formation is represented by gray, green clays with limonitized sections. The thickness is up to 20 m. The formation is deposited according to the Kazakhtau Formation or with erosion on various levels of the Upper Cretaceous; in some areas of the Kyzylkum, it facially replaces the lower part of the Sugralin Formation. It is faunistically characterized by foraminifera: *Anectinapaleocenica* Suleym., *Haplophragmoides subperoides* Subb., *Pigenerinapaleogenica* Suleym., typical of the Early Eocene of the Ypresian Stage.

It correlates with the upper part of the Kyzyltakyr Formation of the South Prearal and the Kaynarbulak Formation of the Pretashkent area. It corresponds to the middle part of the Givar

Formation of Southwestern Gissar and overlaps with the Sugralin Formation. It is attributed to the Lower Eocene (Ypresian Stage).

Ypresian-Lutetian Stages (lower part) ($P_2^{1-2} bsg$). The Sugralin Formation is represented by gray and light brown marls with interlayers of white limestones with fish scales and vertebrae and organogenous detritus. The thickness of the formation is up to 40 m. The formation lies at Nurinsk one.

There is a complex of foraminifera: *Bolivinopsiscarinatiformis* (Moroz.), *Lenticulinailjini* (N.Byk.), *Anomalinaammophila* Balakh., *Globigerinaeocaenica* (Gumb.), *G. Inaequispira* Subb., *G. pseudoeocaena* Subb., *Morozovellaaragonensis* Nutt., *Globorotaliapseudoscitula* Glaessn., *Uvigerinellacompecta* (Balakhm.). This complex allows the *Morozovellaaragonensis* zone to be distinguished and compared with the zone of the same name in other areas (Prearal, Ustyurt, Caucasus, Europe).

Lutetian (upper part) — Bartonian stages ($P_2^{2l} bkl(t)$). The Kultaban Formation is represented by thin-layered, greenish, greenish gray, and weakly ferruginized clays. The thickness is up to 180 m. It lies at the Sugralin Formation and is overlain by the Maralsk Formation or by the Sarbatir Formation with erosion. It belongs to the Middle Eocene (Bartonian Stage).

The formation contains foraminifera characteristic of the Middle Eocene of the Bartonian Stage: *Globigerinapseudoeocaenacompecta* Subb., *G. boweri* (Bolli.), *G. pseudobulloides* Blow., *Globorotaliavesicular* Averb., *Ammophilaammophila* (Gumb.), *A. crassa* (Balakh.), *Uvigerinabukovae* Bolli., *A. interposita* Subb., *A. pentacamerata* (Glaessn.).

Priabonian Stage ($P_2^3 mr$). The Maral Formation is represented by greenish-gray, white clays. The thickness is up to 52 m. It lies concordantly at the Kultaban Formation, overlain by the Oligocene or with erosion by various Neogene levels. It belongs to the Upper Eocene, Priabonian Stage.

The Priabonian age of the Formation is determined by the complex of foraminifera included in the zones *Bolivinaantegressa* Subb., *Buliminatruncate* (Gumb.), *Eponidellalucida* (Min.), *Nonionellaazerbaidjanica* Chal., *Bolivinanolibis* Hantk., *Speroplectamminatuaevi* Moroz., *Lenticulinahermanni* Botz., *Globigerinathecacatropicalis* Blow. etc.

Oligocene-Early Miocene undivided. Sarbatir Formation ($P_3-N_1^1 sr$). The Formation is represented by shallow marine red-colored-variegated clays, sands, sandstones, and shell rocks. Two subformations are distinguished: the lower belongs to the Oligocene and the upper — to the Miocene. The lower subformation of the Sarbatir Formation is represented by clays, sandstones, and redbeds. The thickness is 60 m. It overlies the upper subformation of the Sarbatir Formation with erosion on various levels of the Eocene. The age of the subformation is Oligocene (Rupelian-Chattian stages) determined by foraminifera and bivalve molluscs: *Cribrononiononerosum* Bogd., *Parasononiondendriticus* (Chal.), *Heterolepaornatus* (Bogd.), *Noniongranosus* Orb., *Pseudopolymorphinaspatulosa* (Terq.), *Saccaminavariabilis* Bogd., *Reophaxsplendidus* Bogd., *Popoviatereasa* Tsatsir, *Verneulinoidescompressa* (Andrv.): *Chlamysbifidabifida* Munst., *Nuculaperegrine* Defr., *Magcardiopsisustjurtensis* Iljina, *Cyprinarotundataelliptica* Speyer., *Lentidiumgaretzkiigaretzkii* Merki. [5;6;7;8]

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FORMATION OF DIPLOMATIC RELATIONS BETWEEN TIMURID DYNASTY AND CHINESE EMPIRE

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ABSTRACT

There are a lot of images reflecting diplomatic relations between Temur sultanate and Chinese Empire in sourced referring to Amir Temur's history. For example, in "Zafarname" written by Nizomuddin Shomiy and Sharafuddin Ali Yazdiy and "Matlai sa'dayin va majmai bahrayin" written by Abdurazzak Samarkandiy the diplomatic relations between Mawarannahr and China in the reign period of Sahibkiran and Timurid princes, especially when Shahrukh was on the throne, were described authentic details. This article is focused on the events of diplomatic relations between these two countries on the basis of the above mentioned memoirs. Also, the terms of that period were especially paid much attention.

KEYWORDS: *Ambassador, Embassy, Diplomacy, Reception, Visit, Ceremony Of Reception, Gift, Letter.*

INTRODUCTION

The appearance of the institution of "government" was the basis for the establishment of the institution which works with foreign affairs in order to set social, political, economical, cultural, religious etc relations between one and another country or sultanate. Foreign affairs are impossible to imagine without diplomatic services. Due to historical references, the mission of embassies was first applied in the First Turkic khanate among Turkic countries. During 35 years of reigning, Sahibkiran Amir Temur was paid much attention by the world for his setting diplomatic relations not only with Western countries but also with Eastern countries such as China. Since, Amir Temur and his generation understood well that the presence of diplomatic

relations with neighboring countries especially with China would bring both economic and political profit too.

Ambassadoric relations between Turan and China go back to a long history. The role of diplomacy was considered to be very important in establishment of social, economical, political, cultural, religious and other relations between the first and second Turkic khanates and Chinese Empire. It is well known that different relations between Turkic and Chinese nations are reflected in Chinese chronicles (1). Setting diplomatic relations between Amir Temur's reign and Chinese Empire started in 1386. In this same year Sakhibkiran sent the ambassadors led by Nizomuddin Koshgariy to the palace of Chinese governor (Tabgach khan) with a diplomatic mission (2). Amir Temur conquered Irak and Persian countries in February of 1388, he went to Samarkand through Isfakhan and when he stopped on the bank of Jaykhun river for a rest, Nizomuddin Koshgariy who came back from China came to him with lots of gifts and told about the state of Chinese country.

In November of 1397, ambassadors of Chinese Empire who participated in the wedding of Amir Temur with Tukul Khanim, the daughter of Khizr Khoja Khan who was the ruler of Jata (Mongolia) presented different gifts. As Sharafuddin Ali Yazdi witnesses, Beks of the palace led the way to Amir Temur's reception and informed the governor about the purpose of the ambassadors' visit (3).

Ambassadoric relations set with China became very rapid in the reign time of Sakhibkiran's son Shahrukh Mirzo. Detailed information is reflected in a historical book of "Matlai sadayin and majmai bahrayn" by Abdurazzok Samarkandiy (4). In 1412 Shahrukh Mirzo, who was having a rest, right after having known that ambassadors were sent to Khirat by Doy-Ming the emperor of Chinu Mochin, gave an order to put the cities and bazaars in order and decorate the stores. Due to the tradition of meeting, Beks of the palace went out of Khirat and met Chinese ambassadors and brought them into the capital.

Due to Shahrukh Mirzo's indication Bog'izamon was prepared to meet ambassadors, the responsible authorities made seats to every participant. Amirs led the ambassadors to Shakhruh who was sitting on the throne of the Saltanete. The ambassadors were honored to kiss the great governor's hands and narrated the content of the gifts and a letter sent by Chinese Emperor.

In the letter which began with "Doy-Ming, the great padishakh, is sending a letter to Samarkand, to Shakhruh the Great" the Emperor wrote about his ruling the country with the help of God's will; about how he respects both near and far counties equally; how Shahrukh is clever and wise and is taking care about the country and the army, that the Emperor is aware of Shahrukh's good attitude, kindness and charity towards them and that he is glad to know all these; how Khirat people were glad and happy because of Chinese ambassadors' visit with different gowns and gifts (*the first visit of Chinese ambassadors to Shahrukh's palace was approximately in 1410*); that he was glad to see the ambassadors from Khirat to visit him and bring horses and gifts consisting of native clothes; that he felt that Mirzo was in a friendly attitude and it deserved praise and approval; that close relations between both countries had started from Amir Temur's and Chinese great governor Toy-Tsuy's reign periods. Besides that he wrote that he had sent Du-Jihun-Boy from Kasoy province and Dong-Ching from Sung-Kung-Ji with the ambassadors, that he had sent valuable clothes from expensive silk to Shahrukh, he also wrote that it was important to send the ambassadors continuously so that not to stop the relations and

continue trade between the countries. At the end of the letter it was pointed that Shahrukh should bring up Khalil sulton (Shahrukh's nephew) well and that it was necessary to follow Emperor's loyalty.

As Abdurazzok Samarkandiy wrote, the Chinese Emperor sent another letter apart from it. In that letter the Chinese Emperor included a detailed list of the gifts he sent to Shahrukh. another letter was compiled in form of a road letter and it served as an instruction and directions for the ambassadors. each of these letters were compiled in Persian language and Persian(Arabic) script, the same content of the letter was written in Mongolian and Turkic scripts and in Chinese script (hieroglyph) in Chinese language.

Shahrukh listened to the content of the letter, understood what the Chinese Emperor wanted to say and then instructed to make a party in the honor of the ambassadors.

Having completed all that was planned, the ambassadors started to get ready for the road to go back home with the permission of Shahrukh. Due to the rules of diplomacy of that time, Shaykh Mukhammad Bakhshiy went to China with the ambassadors. Abdurazzok remarked that as the Chinese governor didn't want to accept Islam religion and was not acting due to Islamic requirements, hoping that he will make his mind, Shokhrukh sent two letter in Arabic and Persian languages by the ambassadors in a friendly way.

The following visit of Doy-Ming's ambassador to Shokhrukh was on April 18- May 17, 1417. 300 horsemen under the guidance of Bi-Bochin, Jot-Bochin and Tatkh-Bochin came to Khirat safe and sound and brought different presents consisting of different gifts, horses, atlas and books, expensive silk clothes, Chinese dishes for Temuriy mirzos and their spouses. Along with this, they brought a letter which served to strengthen their further relations and be a basis for future cooperation. The letter comprised a content about the question of supplying safe visits of the citizens and merchants of both countries between the countries. At the end of Amir Sayyid Akhmad Tarkhon's first visit to Khirat he presented a horse to the Emperor by the ambassadors coming back to his country. The Chinese Emperor liked that horse very much and as an answer to this present he sent a number of presents and a picture of two horsemen holding the horse by two sides drawn by Chinese painters to Sayyid Akhmad. After some time due to the permission Chinese ambassadors who were returning home were accompanied by Ardasher tavachi. Ardasher returned Khirat only in two years in 1419.

On September 21- October 20, 1419 Pi-Mochin and Khan Mochin came to Khirat and brought presents, gifts and a letter of the Emperor to Shokhrukh. Abdurazzok Samarkandiy brings the following information on the style of writing of the Emperor's letter as an example: they wrote the name of the padishakh (Emperor) at the beginning of the letter, and then wrote in the lines a bit lower than that. While writing the letter every time when they wanted to write about God, they left the line empty and wrote the word God from a new line. When the name of the Emperor was written they did the same.

In 1419, Shahrukh mirzo sent ambassadors to China with Shodihoja and Kukcha as the head. Shokhrukh's son, hakim of Tus and Mashhad regions, Boysung'ur Mirzo ordered Giyosiddin Naqqoshto join the ambassadors and write down every detail about the state of the roads of every rural area, cities, towns, provinces; the quality of the building in those places; rules and laws of the cities and towns; power and mighty of the Emperor, governing the country,

style of ruling the policy, wonders of the cities and lands; characters of well known people etc. in a diary of a chronicle type from the day of leaving Khirat up to the day coming back home.

On December 4 of the same year, the ambassadors who started to the road from Khirat came to Samarkand on the 7th of February 1420. A little earlier from that Ulugbek mirzo had sent his ambassadors Sultonshokh and Mukhammad bakhshi to China. another son of Shokhrukh Suyurg'atmish mirzo joined his on ambassador Arg'udok, the ambassador of the hakim of Kharezm province Shokhmalikbek- O'rduvon and the ambassador of Badakhshon'sshakh – TojiddinShokhrukh. They started their visit to China on February 25. In six months i.e. on August 24, the ambassadors reaching the first city of China – Soju, were welcomed with respect and honor; big parties were organized in their honor. Then how many people every ambassador had was listed and registered and was presented to Do-Ji people as a reference. Due to the list Shodihoja and Ko'kcha had 200 people with them, Sulton Akhmad and Giyosuddin Naqqosh had 150 people, Arg'udok had 60, O'rduvon had 50 and Tojuddin had 50 people with them. From these numbers it was not difficult to know what statesmen or the head of the province these ambassadors were sent by.

The ambassadors who continued their way on August 27, reached China's capital Khonbalik by Korovul kal'asi, Kamju and Sadinfu cities on the 13th of December. On December 14, the ambassadors were met solemnly by the Emperor. The receiving party was as the following: the space between ambassadors and the Governor was 15 gaz (*one gaz is equal to 91.5 cm*). One of the well known Amirs read about the ambassadors in the reference written in a Chinese letter. Mavlonohoji Yusuf Kozi who was managing one of the 12 meetings of the province leaders and the Governor came near to the ambassadors under the guidance of several muslim translators who knew the language, divided by two and told that they should bow their heads by putting their heads on the floor three times. The ambassadors bowed their heads but their heads did not reach the ground. After that, the letters of ShahrukhMirzo, Boysung'urMirzo and others were wrapped in a piece of yellow silk due to the Chinese traditions and raised high in two hands. Mavlonohoji Yusuf gave the letters to the authority standing near the throne of the governor, the authority handed the letters to the Emperor. The Emperor asked about ShahrukhMirzo state, padishakhs of neighboring countries he is governing, especially about his relations with Karo Yusuf Turkman from the ambassador who were brought nearer to the throne of the governor and were still bowing their heads. When their visit ended, the ambassadors were brought to the dining rooms specially prepared for them. On the 5th of December the governor gave a special party in the honor of the ambassadors.

On May 18, 1421 due to the permission of the son of the diseased Chinese Emperor, ambassadors of Khirat started their way back home. On November 13, 1421 the ambassadors who reached the city of Soju met with the ambassador of IbrokhimSultonmirzowho was coming from Sheroz – Amir Khasan and the ambassador of Rustammirzo who was coming from Isfahan to China – PakhlavonJamol. The ambassadors who had different adventures and events in a long way reached ShahrukhMirzo's palace on September 2, 1422 and narrated everything with details.

During the visit of the ambassadors to China (2 years and 10 months) Giyosiddin Nakkosh completed the tasks given by Boysung'ur Mirzo excellently. The images, impressions described by Giyosuddin during the trip is scientifically important in gaining objective information about the state construction of China, Chinese traditions, customs, rules and laws etc of the XV

century. We will prove our opinion with some facts and materials expressed in Giyosuddin's diary.

Between the capital of China –Khonbalik and other cities Yoms() were set. For example, from Sokju up to the capital there are 93 mayors and the yoms were constructed in equal sizes to cities or rural areas. There were a number of Karag'u and kayday-fu.

Karag'u is a house, the height of which is 60 gas, where 10 people serve all the time. In this house one can see another Karag'u so that in case of emergency, for example, if foreign army comes, the soldiers made a fire at the very time, other Karag'u where the flame and fire was seen continued to make a fire. By this waymaking fire was continued. As a result, in one day people got to know that something wrong happened in a distance of 3 months way. When a letter with detailed information was compiled, it was delivered to the necessary place very fast by Kay-Day-Fu.

The guardians who served Karag'u were changed every 10 days. The people of Kay-Day Fu lived there constantly.

There were 450 horses and donkeys, 50-60 coaches were ready to serve the ambassadors. People who took care of horses were called Bo-Fu, people who took care of donkeys were called Lu-Fu and people who pulled the coaches were called Ji-Fu. In Yoms the ambassadors were given mutton, poultry(from geese and chicken), rice, flour, honey, wine, garlic and onions processed with vinegar and fresh fruits.

The front side of Chinese buildings, doors of their houses looked to the South. During the parties the Emperor sat at the table with fresh fruits and decorated with flowers. On the right and left sides of the table there were strong guardians with muscles, long hair, mustachio and beard i.e. Do-Ji who carried dagger and shield. At the back of these guardians there stood wardens who carried spears and swords. In Chinese opinion, the left side was considered to be more valuable than the right side and the ambassadors sat on the left side.

We can meet valuable information on the funeral ceremony of one of the Chinese aristocrats peculiarly a princess in the palace of the governor among the writings of Giyosuddin Nakkosh. Special cemetery and grave as prepared on a certain mountain for the dead woman and she was raised and brought to the mountain due to the customs. The horses belonging to the dead woman were left in the mountain to graze and no one dared to take them. Concubines of the woman were brought to the mountain too; they were supplied with food enough for five years. Concubines who used the caves as a shelter had to die when the food reservoir was over.

Analysis of the literature referring to the topic. Historical events described in Ahmad Ibn Arabshah's "History of Amir Temur", Nizomuddin Shomiy's and Sharafuddin Ali Yazdi's "Zafarnama", Abdurrazzak Samarkandiy's "Matlai sadayin and majmai bahrayn" which narrate about Amir Temur served as the basic fundamentals for preparing the article. Also, when mentioning about diplomatic relations, the author of the article addressed a number of works written about the history of the First and Second Turkic khanates, period of Kara-Khanids and Kharezmshahs' sultanate.

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OPPORTUNISTIC DISEASES OF THE NERVOUS SYSTEM IN HIV INFECTION

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ABSTRACT

This article is devoted to the study of the clinical manifestations of lesions of the central nervous system caused by various reasons against the background of the progression of HIV infection. The concentration of p24 antigen and anti-p24 antibodies in the cerebrospinal fluid and serum varies in parallel, but the concentration of p24 in the cerebrospinal fluid is usually higher. The tumor spreads perivascular, and the clinical picture depends on the location and volume of the tumor. In the treatment of patients with HIV infection with the development of clinical lesions. Patients with a positive culture of HIV from cerebrospinal fluid have both anti-HIV antibodies in the cerebrospinal fluid and oligoclonal bands. In patients with AIDS, the synthesis of antibodies in the cerebrospinal fluid is noticeably lower than in HIV-infected people without AIDS. The tumor spreads perivascular, and the clinical picture depends on the location and volume of the tumor. In the treatment of patients with HIV infection with the development of clinical lesions.

KEYWORDS: Multifocal Encephalopathy, Polyradiculoneuritis, Magnetic Resonance Imaging, Cerebral Toxoplasmosis, Oligoclonal Antibodies, Cryptococcal Meningitis, Cerebrospinal Fluid.

INTRODUCTION

The most important of this group of diseases are progressive multifocal encephalopathy, cerebral toxoplasmosis, cryptococcal meningitis, encephalitis and polyradiculoneuritis caused by cytomegalovirus and viruses of the genus Herpesvirus, tuberculosis with brain damage, primary

lymphoma of the central nervous system. The diagnosis of opportunistic infection is often verified only retrospectively when responding to specific therapy; suspicion may arise from the analysis of nonspecific clinical symptoms, computed tomography and magnetic resonance imaging data, and based on serological studies or biopsy data.

Approximately 40% of HIV-infected people have altered cerebrospinal fluid, usually in the form of mild pleocytosis (5-50 cells / mm³), increased amounts of protein (500-1000 mg / L) and normal glucose concentration. These changes are not specific. Half of clinically healthy HIV-infected patients have pleocytosis or an increased amount of protein in 20% of the cerebrospinal fluid gives rise to HIV in tissue cultures, often in high titers. Later, pleocytosis decreases, while the amount of protein may increase, decrease, or be unchanged. As in peripheral blood, the cerebrospinal fluid CD4: CD8 ratio is low, especially in late infection. The titer of the virus in the cerebrospinal fluid in the late stage also decreases. These changes in the cerebrospinal fluid are moderately expressed and not constant; therefore, based on them, it is difficult to predict the course of the disease and the effectiveness of therapy.

Anti HIV is usually detected in the cerebrospinal fluid in a high titer. Comparison of antibody titers in blood and cerebrospinal fluid indicates that antibodies can be synthesized in the central nervous system. Antibodies to HIV in the cerebrospinal fluid belong to the IgG class, but in some patients it was possible to find antibodies of the IgA and IgM classes. The synthesis of antibodies in the central nervous system begins early, immediately after infection of the meninges. Oligoclonal antibodies in the cerebrospinal fluid can also be detected, they correspond to HIV epitopes and have a different migration ability from serum antibodies. Pleocytosis and protein concentration correlate poorly with anti-HBV antibodies in the cerebrospinal fluid and the presence and number of oligoclonal bands. Patients with a positive culture of HIV from cerebrospinal fluid have both anti-IV antibodies in the cerebrospinal fluid and oligoclonal bands. In patients with AIDS, the synthesis of antibodies in the cerebrospinal fluid is noticeably lower than in HIV-infected people without AIDS. The concentration of p24 antigen and antip24 antibodies in the cerebrospinal fluid and serum varies in parallel, but the concentration of p24 in the cerebrospinal fluid is usually higher. The concentration of p24 is maximal in the AIDS-dementia complex, but usually the concentration of antigens and antibodies correlates poorly with the severity of clinical symptoms and the effectiveness of the therapy.

In the clinical picture, a characteristic series of symptom complexes can be distinguished: meningism, pyramidal insufficiency, cerebellar ataxia, convulsive syndrome, AIDS-dementia complex, symptom complex characteristic of encephalitis, meningitis. Clinical observations show that in the early stages of HIV infection, the most common are reactive neurotic states and manifestations of asthenovegetative syndrome. Patients have a variety of neurotic disorders, as well as increased fatigue, absent-mindedness, forgetfulness, mood deterioration, narrowing of the range of interests, sleep disorders, various phobias, autonomic ability. In the later stages of the disease, damage to the nervous system comes to the fore, mainly due to opportunistic infections.

With progressive multifocal leukoencephalopathy, there are clinical manifestations of multifocal lesions of the white matter of the brain in the form of hemiparesis and hemigipesthesias, hemianopsia, static and dynamic ataxia, which may be accompanied by a decrease in intelligence, seizures. Symptoms slowly and steadily progress to complete immobility of patients. This encephalopathy is caused by the JC papovavirus, which acts simultaneously with HIV. In addition to foci of demyelination, the identification of glial cells with characteristic

inclusions around areas of myelin destruction is pathognomonic. There is no effective treatment for this disease. The prognosis is poor, since the maximum life expectancy after the onset of the first symptoms does not exceed 2 months.

Cerebral toxoplasmosis is a consequence of the reactivation of a latent brain infection by the intracellular parasite *Toxoplasma gondii*. The clinical picture is due to the localization and activity of the inflammatory process. There are no specific clinical symptoms of this encephalitis. On tomography, multiple bilateral annular foci are often noted, although these changes are also not specific. An accurate diagnosis can be made on the basis of data on the detection of this pathogen by various methods in biopsy samples. In some cases, the diagnosis is confirmed indirectly if the patient's condition improves after the appointment of specific drugs (pyrimethamine, sulfadiazine, etc.).

Cryptococcosis and other systemic mycoses kill up to 10% of HIV-infected worldwide. Cryptococcosis often occurs in the form of meningitis, pneumonia and disseminated infection develop less often.

Cryptococcal meningitis is the most common systemic mycosis in HIV-infected people. Clinical manifestations include headache, fever, neck stiffness, cranial nerve damage, impaired consciousness up to coma. However, symptoms of meningitis, including fever and a stiff neck, are often absent. Without treatment, the life expectancy of patients is less than a month.

Diagnostics. The diagnosis of cryptococcosis is relatively easy. The cerebrospinal fluid is centrifuged, the resulting sediment is examined under a microscope after adding a drop of ink. The preparation reveals yeast cells covered with a thick capsule. Other diagnostic methods are the isolation of a culture of cryptococcus from the cerebrospinal fluid and examination of plasma or cerebrospinal fluid for cryptococcal antigen. Severe multifocal polyradiculoneuropathy caused by cytomegalovirus is virtually untreatable.

This syndrome is usually accompanied by other manifestations of infection: pneumonia, colitis, rhinitis, etc.

Reactivation of latent infection caused by *Micobacterium tuberculosis* leads to the development of tuberculous meningitis, brain abscesses.

The brain abscess itself is a local accumulation of pus in the substance of the brain. The clinical presentation may include headache, lethargy, fever, and focal neurologic symptoms. Diagnosis is by contrast MRI or computed tomography. Treatment with antibiotics and, as usual, with stereotaxic aspiration under the guidance of computed tomography or surgical drainage. If a brain abscess is suspected, diffusion spectral MRI or (if this is not possible) computed tomography with contrast enhancement is necessary. In some cases, it may be necessary to conduct computed tomography-directed aspiration with taking material for bacteriological examination or excision of the abscess area, it is also possible to combine these approaches. A fully formed abscess is visualized as an area with edema and an increase in the signal along the periphery, which is sometimes difficult to differentiate from a brain tumor and, rarely, an infarction zone.

Bacteriological examination of pus sucked from the abscess can make targeted antibiotic therapy of the abscess possible. However, antibiotics should not be withdrawn until culture results are available.

Severe diffuse encephalitis in AIDS patients can be caused by Herpes simplex and Varicella zoster viruses. In 5% of AIDS patients, primary lymphoma of the central nervous system (mainly B-type, in the genesis of which infection with the Epstein-Barr virus is of great importance) and Kaposi's sarcoma, sometimes leading to the development of intracerebral hemorrhages, can be detected. Primary central nervous system lymphoma is an AIDS-specific manifestation. Usually atypical lymphocytes proliferate. The tumor spreads perivascular, and the clinical picture depends on the location and volume of the tumor. In the treatment of patients with HIV infection with the development of clinical lesions. The central nervous system must first of all exclude cerebral toxoplasmosis and, without waiting for the test results, start therapy, biseptol (ex juvantibus) 10 mg / kg for trimethoprim in 2 doses i / v, drip or oral.

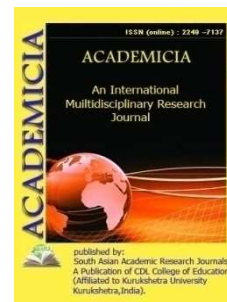
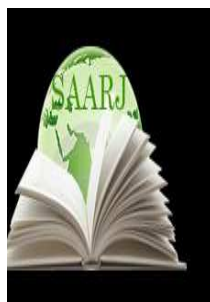
It is believed that a clear clinical effect can be expected after 8-10 days from the start of therapy, and positive changes on MRI as early as 2 weeks. The duration of treatment is at least 6 weeks (before elimination of at least 75% of foci on MRI of the brain). But often this does not happen.

- Prevention of recurrence of toxoplasmosis - half doses of the treatment course (usually 960 mg 2 times a day for 6 months after reaching a CD4 level of more than 200 in μl). But if perifocal edema and multiple lesions persist on control MRI, a longer prophylactic dose of the drug is possible.

- With the development of toxic reactions to biseptol - it is possible to use spiramycin, fancidar, combinations of other drugs.

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ISSUES ON THE AUDIOVISUAL TRANSLATION: THEORY AND PRACTICE

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ABSTRACT

This article analyzes the domestic and foreign research experience of audiovisual translation, identifies individual approaches to the study of this type of translation, evaluates the positive and negative aspects of each of the approaches considered. The author deals with the text-centric approach to the study of audiovisual translation, which is followed by most researchers. A comprehensive and detailed analysis of the sources of theoretical material allows the author to draw a conclusion about the need to create a new paradigm for the study of audiovisual translation and opens up further research prospects in this area.

KEYWORDS: *Audiovisual Translation, Translation, Film Translation, Cinema Language, Audio Description, Translation Of Subtitles.*

INTRODUCTION

The active development of intercultural dialogue and foreign economic relations of Uzbekistan in the field of cinematography poses a new task for theorists and practitioners of translation: the study of audiovisual translation as a special type of translation activity. The absence of a generally accepted terminological apparatus, a developed methodology for the study of an audiovisual text, a proven methodology for teaching audiovisual translation within the framework of the tradition of Uzbek translation studies necessitates theoretical research in the field of translation of audiovisual works. A comprehensive and detailed analysis of the sources of theoretical material allows the author to draw a conclusion about the need to create a new paradigm for the study of audiovisual translation and opens up further research prospects in this area. In recent years, the problems of theory and practice of translation have attracted more and

more attention of the academic community and translation practitioners. The issues of quality assurance of rendering translation services, development of a methodology for teaching translation, search for ways of effective interaction in a pair "translator - customer" are being raised more and more often. In general, the modern approach to the problems of translation as a process of translation activity and as a result of it has necessitated the formation of new methodologies for studying the phenomenon of translation. In this regard, it is especially important to study domestic and foreign research experience, to identify the main trends and approaches to identifying the patterns of various types of translation.

The term "audiovisual translation" has entered linguistics and translation studies relatively recently. In most cases, domestic works of a theoretical and applied nature are devoted to the study of film and video translation as a special type of translation activity in film translation, which automatically removes a significant amount of audiovisual content from the sphere of scientific interests: commercials, theatrical performances, games, talk shows, etc. The term "film / video translation" is considered a hyponym in relation to the term "audiovisual translation" and is used to refer to the process of "literary interlingual processing of the content of the original editing sheets, followed by the rhythmic arrangement of the translated text and its dubbing or introduction into the video sequence in the form of subtitles." In this case, the translation of films is considered as a translation of the text, which does not take into account the specifics of the film text, namely its polysemioticity (in some works, the terms "poly code" and "creolized text" are used]. Perception of the translation of audiovisual products as a literary, artistic translation prevents understanding the essence of this type of translation, in which other semiotic systems that are firmly connected with the textual component of the film have a significant impact on the result: visual syntax, video sequences, noise-musical series, significant inscriptions, etc. In this regard, audiovisual translation as a process of decoding and transmission by means of the translation language of the verbal component of the polysemiotic unity of an audiovisual work, as a result of which a new verbal component of this unity is created, suitable for further processing (subtitling, dubbing, localization, etc.) taking into account the general context but the work, the expected reaction of the consumer of the content and the functional limitations imposed by each separate type of further processing.

It should be noted that the surge of interest in the problems of audiovisual translation (multimedia translation, film translation, film / video translation, etc.). When domestic researchers realized that to study the translation of audiovisual materials it is necessary use a separate methodological apparatus, different from what is traditionally used in the study of interpretation or translation. However, the text centric approach to translation in general, in which translation is analyzed exclusively from the standpoint of linguistics, has left its imprint on the results of a large number of studies. V.E. Gorshkova began to study translation, considering audiovisual translation from the standpoint of its linguistic, semiotic and linguocultural features. It is considered as a combination of the following components: speaker, meaning, transmission channel and original receptor. Accordingly, having passed through the translator, the film dialogue is transformed in accordance with the above components and the specificity of the linguoculture of the target language receptors [5]. In this case, the author does not take into account the peculiarities of the technical limitations associated with various types of translation (dubbing, subtitling, voice-over translation, audio description, etc.), as well as the primacy of the video sequence over the text spoken from the screen. the entire fabric of an

audiovisual work into two separate layers: cinematic text as a complex polycode and multilevel semantic unity and cinematic dialogue as a verbal component of the film. From a similar point of view, the translation of a cinematic dialogue is considered in the work of M.S. Snetkova to the linguo-stylistic aspects of translation of Spanish film texts.

In the aspect of cultural transfer, he considers the audiovisual translation by I.K. Fedorov, focusing on the additional communicative load that the microstructures of the original language receive within the macrostructure of the original culture. The translation technology itself is presented to the author as a set of translation techniques used within the strategy of pragmatic adaptation of the original in situations “when both cultures know the same referent, but different meanings are used in the working languages of the translation”. The author does not establish the dependence of the choice of adaptation methods on the type of audiovisual translation being carried out, considering the translation of film and video materials as a kind of literary translation. On the other hand, the author admits that some components of culturally significant information can be explicated in the video sequence of an audiovisual work, which allows the translator and recipient of the translation to “remove” a part of the linguocultural load.

Audiovisual translation is gaining more and more popularity in the world, and this is not surprising, since every year studios, TV channels and individuals generate a huge amount of audiovisual content. Billions of hours of cartoons, TV series, feature films and documentaries, commercials and other audiovisual products are translated into different languages. Quite often, such a translation is not of high quality.

According to A.V. Kozulyaev, the separation of audiovisual translation into a separate discipline is justified by the fact that: audiovisual translation is a “constrained” translation due to the presence of external restrictions; audiovisual works are polysemantic; audiovisual translation requires knowledge of various strategies for semantic analysis and semantic synthesis of information coming through parallel channels of perception [1].

Many translators - adherents of the linguocentric approach - refuse to consider audiovisual translation as translation and consider it as an interlingual adaptation, since in the process of audiovisual translation there are profound changes in the source text that do not fit into the framework of traditional ideas about equivalence [1]. For a long time, our researchers did not take into account the principles of dynamic equivalence of audiovisual translation [1].

The concept of dynamic equivalence was first put forward by Yu. Naida. He noted that with the correct approach to translation, it is necessary to take into account the dynamic factor of the recipient's response [2]. Yu. Naida made a distinction between formal equivalence and dynamic equivalence. Formal equivalence is "focused on the original", on the form and content of the message, "so that the message in the target language corresponds as closely as possible to the various elements of the source language." Whereas dynamic equivalence “is based on the “principle of equivalent effect” [3]. Dynamic equivalence takes place when the translator embeds the translated text into the context of the target culture, preserving not only the meaning of the IT (source text), but also its impact on the addressee of the target culture [4, p. 108].

Audiovisual translator works with 4 parallel data streams: visual non-verbal series, non-verbal audio (noise-musical), verbal audio (dialogues of characters), verbal video (captions on the screen, subtitles) [1].

In audiovisual works I. Gambier identifies 14 semiotic codes. The series of significant codes that make up an audiovisual object simultaneously influence the generation of meaning. According to I. Gambier, identifying the types of communication between verbal and non-verbal signs is one of the key tasks for the practice and research of audiovisual translation.

The recipient of an audiovisual work receives information from various channels and processes it at different levels of decoding, is simultaneously a viewer, listener and reader. In the course of research carried out by the group of A. Pilar Oreiro, it was found that while watching an audiovisual work, about 60 percent of attention and the total volume of perceptual activity is devoted to deciphering and understanding the visual flow, and only 40 percent to the verbal-textual one. For a work of art, the proportion was 68 percent visual and non-verbal, 32 percent textual.

Based on the results of the research, it was concluded that audiovisual texts are polysemantic and that in the case of audiovisual translation, the text component plays a subordinate role in relation to the holistic discourse [1].

Based on the principles of dynamic translation equivalence, A.V. Kozulyaev defines audiovisual translation as "the creation of a new polysemantic unity in the recipient language based on the unity that existed in the original language, and in such a way that the new polysemantic unity becomes an element of the culture of the recipient language and is not alien to it" [1]. The most common types of audiovisual translation are subtitling, dubbing (lip-sync) and translation for voice-over (voice-over). Subtitling is the most well-studied type of audiovisual translation. Subtitles are understood as textual accompaniment of the video sequence, duplicating or supplementing the audio track [6].

Subtitling is the most well-studied type of audiovisual translation. Subtitles are understood as textual accompaniment of the video sequence, duplicating or supplementing the audio track [6]. When translating for two-dimensional subtitling, the translator is faced with a number of external restrictions, since it is necessary to fit the translation into a limited number of lines and characters and link the change of subtitles to the change of plans in the frame [1].

While working on an audiovisual work, the foreign language is completely replaced by the native language. At the initial stage of dubbing, the audio track is translated, then actors are selected and dubbed. When selecting actors, the original voice, character's temperament and voice age are taken into account. Translation for full dubbing (lip-sync) is synchronized with the actors' facial expressions and articulation, therefore, when carrying out the translation, the translator is forced to synthesize the text a new.

Dubbing is the most expensive and time consuming type of audiovisual translation compared to subtitling and voiceover.

Voiceover is an easier and less expensive translation method [6]. When performing voice-over translation, the voice of the voice actor is superimposed on top of the original soundtrack [6]. The fact that the translated speech of the voice actors is heard over the original soundtrack of the work is the main difference between voiceover and dubbing. A.V. Kozulyaev notes that the number of restrictions for off screen translation is minimal and believes that off screen translation can be analyzed as one of the varieties of simultaneous translation.

Within the framework of the linguocultural approach to the study of audiovisual translation, the work of R.A. Matasov, who pays special attention to the history of the development of cinema and film / video translation, as well as the extralinguistic conditioning of this type of translation. It is interesting that in his work the researcher departs from the textocentric approach, arguing that "the subject of film / video translation is the linguistic system of the film text, which is inextricably linked with the components of the non-linguistic system that is part of it ...". The author analyzes in detail the main difficulties of this type of translation, caused by the linguistic and extralinguistic aspects of film / video translation, linking them with the peculiarities of the film language and the type of translated film text. Of particular value is the section devoted to the didactics of film / video translation, in which the author formulates the goals and structure of the course for this translation, develops exercises and assignments for students.

The gradual change in views on audiovisual translation, conditioned by the entry into the "research arena" of practitioners, has led to the fact that in the majority of works published in Russia over the past few years, the film text is considered not in isolation from the rest of the context of the film, but as a polysemiotic unity. In this regard, it is necessary to note the article by O.Yu. Kustova, who considers the polycode nature of an audiovisual text as a starting point in building a translation strategy for such a text. The author notes the phenomenon of the unity of the verbal and non-verbal components of the film text, and the audiovisual work itself appears as a kind of collection of various codes, aimed at producing a certain emotional and aesthetic impact on the recipient. The author sees the cultural integration of the elements of the polycode text as the key to the success of the perception of the film text and, accordingly, its translation.

As an example of one of the first studies devoted to the specifics of certain types of audiovisual translation, Istvan Fodor's monograph "Film dubbing: phonetic, semiotic, aesthetic and psychological aspects", dedicated to various types of synchronization in translation for full dubbing, can be mentioned. In his work, I. Fodor developed the concept of visual phonetics, a discipline designed to study the essence of the relationship between actors' articulation on the screen and the process of selecting appropriate phonemes by the translator, which will avoid the appearance of dissonance in the minds of the spectator watching a dubbed film.

Frederic Chaume calls this approach to the study of audiovisual translation functional. This methodological approach is based on the analysis of the restrictions imposed on the translator of audiovisual works and due to the specifics of certain types of audiovisual translation: translation of subtitles, over titles, translation for voiceover, lip-sync, translation for full dubbing, audio descriptions, etc. For example, when translating for full dubbing, the main goal of an audiovisual text translator is to preserve the entertaining nature of the translated work, therefore, special attention is paid to functional limitations: synchronization of movements the actors' lips with the phonetic form of the translation text, so that nothing distracts the viewer's attention from the final product. In later works, Henrik Gottlieb pays special attention to such a feature of audiovisual works as their linguocultural conditioning. The audiovisual market today is asymmetrical: the volume of English-language products distributed in different countries sometimes exceeds the volume of content generated by local filmmakers. As a result, the problems of linguocultural transfer come to the fore. H. Gottlieb rightly notes that an audiovisual work is a polysemiotic unity in which only one component can be replaced: the verbal context. The presence of other semiotic channels, which are also culturally conditioned and cannot be changed during the translation process, means that translators are forced to convey the verbal component of an

audiovisual work closer to the original text, which excludes the possibility of culturally oriented re-creation of the text by means of the target language.

Zoë Pettit also addresses the problem of linguocultural transfer within the framework of the study of the translation of audiovisual works, who considers the film as a complex semiotic text consisting of characters that carry culturally specific information. Thus, an audiovisual work is a “cultural representation of the world” through language and visual images. As part of the study, Pettit identifies specific strategies for cultural transfer, carried out in the process of translation of subtitles and translation for dubbing, allowing to convey the cultural realities of the original, and also identifies cases in which it is necessary to use tactics of omission or neutralization of reality.

CONCLUSION

An analysis of the approaches to the study of this phenomenon, developed by foreign colleagues, once again convinces that this is not the case. In this regard, we can confidently assert the need to develop a domestic paradigm for the study of audiovisual translation, conduct empirical research in line with descriptive translation studies, which would consider the main approaches to the translation of audiovisual products into a target language, study the features of the translation of audiovisual works intended for demonstration using various platforms (TV, cinema, DVD, mobile devices, etc.), the peculiarities of translating works of various genres, the problem of creating a tifo commentary and audio description, etc. Today translation studies have more questions for audiovisual translation than answers. However, this fact opens up broad prospects for both beginners and experienced researchers who love audiovisual translation and who want to contribute to the development of the world practice of studying this amazing and unusual phenomenon.

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THE ROLE OF FORENSIC ACCOUNTING IN FRAUD REDUCTION AND PROVISION OF LEGAL SUPPORT SERVICES IN NIGERIA

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ABSTRACT

Fraudulent practices have become a norm in various agencies of government. Various efforts had been made to combat the scourge, the most recent being the establishment of anti-corruption agencies who is expected to fish out, prosecute and get the offenders thoroughly punished. These measures has not yielded the expected results and these study aims at exploring the role forensic accounting can play in fraud prevention or reduction and providing support for litigation services. Survey design was adopted and data was collected from respondents in accounting firm, law firms, government ministries/agencies and anti-corruption agencies using Lagos state as a case study. Samples of 222 respondents were selected out the population and 135 returned their questionnaire. Data collected were analyzed using tables, percentages and charts while the hypothesis were tested using chi-square test with the aid of SPSS version 2.0. The outcome of the study shows that there is a positive relationship between forensic accounting and fraud reduction in Nigeria and also in provision of legal support services. The study concludes that the role of forensic accountant in fraud reduction in Nigeria is vital. Based on this, the study recommended among others that the government of Nigeria should develop interest in forensic accounting and encourage the efforts of forensic accountants in the monitoring and investigation of suspected and confirmed cases of corruption.

KEYWORDS: *Fraud prevention, Forensic accounting, financial crimes, litigation support.*

INTRODUCTION

Fraud and other forms of cyber crimes in organizations whether public or private have become sophisticated in modern times. The traditional method of confronting this epidemic has become ineffective. Bello (2001) has identified that despite several effort made to combat the scourge, the level of occurrence continues to increase. Though fraud is a worldwide problem, developing countries tend to be more inflicted with the pain. Modernized crimes like cyber securities crime and money laundering has taken centre stage in today's society. What we witness today is that young school leavers instead of looking for paid job or engaging in entrepreneurial activities are lured into acquiring a laptop computer and trained on how to use internet services to commit various financial crimes.

Okunbor and Obaretin (2010) have identified the need for accountants of today to equip themselves with skills that will assist them to respond promptly to indicators of fraud, poor corporate governance and other form of malpractices that have rocked most corporate organizations. A survey carried out by Price Water House Coopers (PWC) in 2014 shows that 54% of corporate respondents reported a fraud in excess of \$100,000. The effect of financial crime and other malpractices on the corporate organizations and the nation's economy can be devastating, hence the need to adopt various measures to prevent and detect fraud as early as possible.

Forensic accounting is a specialized field in accounting that has come to bridge the gap between audit and investigation in collecting, analyzing and evaluating financial evidence for use in the boardroom or courtroom. Forensic services combines' experiences in accounting; auditing, economics, and tax practice to carry out its assignment and come out with evidence to support dispute resolution, litigation in law courts and bankruptcy proceedings (Bressler, 2011). This specialized skill in accounting is growing rapidly due to the sophisticated nature of today's fraud and financial malpractices and their services are called upon regularly. This also stems from computerization of transactions by most corporate organizations that have phased out any form of manual record keeping. Recently Nigerian Government has called for forensic audit of Niger Delta development Commission due to spate of fraudulent practices reported in the commission.

The recent ranking by transparency international in 2016 shows that Nigeria is perceived to be a corrupt nation. This stems from avalanche of fraudulent and corrupt cases reported in Nigeria. Billions of money both in local and foreign currency has been lost due to the sophisticated nature on which they are perpetrated. Adegbe and Fakile (2012) stated that the overall effect of this is that apart from negative image on the nation, it has also had negative consequences on the nation's economic growth and development. This requires highly skilled and versatile accountants who are in the same page with the fraudsters to unravel their evil acts.

In order to stem the tide of corruption in the country, the government of President Olusegun Obasanjo established two anti-corruption agencies, The Economic and Financial Crimes Commission (EFCC) and Independent and Corrupt Practices Commission (ICPC). Despite the establishment of these two agencies, the level of fraud and corruption in the country continues to rise. Prosecution of cases by these agencies in most cases becomes difficult due to lack of

presentable evidence in law courts. As noted by Enofe, Okpako and Atube (2013), their effort has not yielded fruits due to the fact that there are seemingly incompetent professionals handling these cases leading to delay or denial of justice. Recent development in online businesses, e-banking, e-commerce and e-governance has also led to e-fraud, e-corruption and e-financial crimes or cyber crimes and convectional investigative processes can no longer suffice. Before now the previous administrations have established one form of tribunals of adhoc committees or panels to investigate cases of fraudulent practices but the problems persists.

It is in light of the above that this research intends to focus on the relevance of forensic accounting in dealing with the sophisticated cases of fraud and corruption in Nigeria. The main objectives of the study is to ascertain the impact of forensic accounting practices in reduction and control of fraudulent and corrupt practices in Nigeria. Specifically the study will investigate;

- To find out if forensic accounting is providing litigation support services in Nigerian Courts.
- To ascertain the forensic accounting has assisted in fraud detection and prevention in both private and public sectors in the country.
- To find out if the practice of forensic accounting has provided professional services to anti-corruption agencies for effective prosecution of their cases.

The hypothesis of the study seeks to find out if there is significant relationship between forensic accounting and fraud reduction in Nigeria. It will also try to find out if the practice of forensic accounting has had any significant impact in providing legal support services and if the practice of forensic accounting has aided in the prosecution of cases by anti-corruption agencies.

LITERATURE REVIEW

Concept of Forensic Accounting

The terminology “forensic accounting was coined by Peloubet (1946) defined forensic accounting is the application of accounting knowledge and investigative skills to identify and resolve legal issues. It is seen as the science of using accounting as a tool to trace and develop proof of money flow. These tools and/or techniques, skills and knowledge is a prerequisite for fraud and forensic accounting investigators.” According to Dada, Owolabi & Okwu (2013) forensic accounting is integration of accounting, auditing and investigation into one skill that can probe fraudulent practices. In the same vein Association of Certified Fraud Examiners (ACFE) is of the view that forensic accounting is application of generally accepted accounting and auditing principles in establishing losses, profit, property, damage, internal controls, fraud in resolution of civil and criminal disputes. Crumbey (2003) on his own part defined forensic accounting as examination and interpretation of financial evidence that can be presented in law court. Okunbor and Obaretin, (2010) Forensic accounting is a discipline that has its own models and methodologies of investigative procedures that search for assurance, attestation and advisory perspective to produce legal evidence. A forensic accountant’s primary duty is to analyze, interpret, summarize and present complex financial and business-related issues in a manner that is both readily understandable by the layman.

Forensic Accounting Services

Organizations or institutions at one time or the other needs the services of forensic accountants. Their services includes normal accounting and auditing services and also extends to other areas

that may include, fraud investigation, investigation of losses including preparation of expert report that can be presented as evidence in case of litigation. While the role of normal auditor is to ensure compliance with certain accounting and auditing standards in financial statements and report fraud if it noticed that in course of audit, that of forensic accounting has to be investigative in its approach with a view to establishing evidence of malpractices and illegality that might have taken place. Horward and Sheetz (2006) summarizes forensic accounting services as the process of investigating, summarizing, interpreting and presenting complex financial issues clearly, succinctly and factually often in court of law.

Basic Skills of a Forensic Accountant

It is an agreed fact that forensic accountant requires a skill to be able to perform his duties effectively. According to Harris and Brown (2000), forensic accountant must be knowledgeable in civil and criminal law. They must also have proper understanding of court procedures and expectations and as such their investigative, creative and communication skills must be sharp.

According to Grippo and Ibex (2003), some other important skills required of a forensic accountant arise from experience in accounting, internal controls, auditing, taxation management, interpersonal relationships, business operations and communication. Digabriele (2009) in his opinion stated that forensic accountants must have an analytical, dedeuctive and problem solving skills that will enable him decompose complex issues and communicate its findings with competency.

The study carried out by Davis, Farrell and Ogilby (2010) in which opinions of the academics, lawyers and accountants were sought on the skills required of a forensic accountant, they came to conclusion that that they must be analytical, detailed – oriented, ethical, responsive, insightful, persistent and skeptic.

Ghosh and Banerjee (2011) identified three fold- approaches of skills required by a forensic accountant to include the base, middle and top layer. The base layer comprises mainly accounting knowledge. The middle layer has to do with knowledge in the fields of auditing, internal controls, risk assessment and fraud detection. While at the top layer a strong knowledge of the legal environment is required including a strong communication skill. Based on their research, a forensic accountant is expected to have competence in a broad spectrum of disciplines including accounting, law, auditing, criminology, and information technology and communication skills.

Concept of Legal Support Services

Before now litigation support services are usually done by a company who provides court reporting, record retrieval and trial services for companies, institutions and law firms. With the change in legal environment and expanding role of electronic transactions leading to several form or fraud and cybercrime, the need for forensic accountants in legal support has become imperative. Forensic accountants assist attorneys in translating and interpreting complex financial matters into a more understandable manner which play a crucial role in law suit outcome. They also assist attorneys to inquire, identify, investigate, test, examine, analyze and interpret financial documents and data in today's complex society. Forensic results is expected to uncover hidden assets, identify unreported income, determine the level of losses and other areas as may be required by the attorney.

Some types of litigation cases where the forensic accountants can be of assistance includes shareholder/partner disputes, matrimonial dissolutions, breach of contract, lost profits and damage calculations, white collar criminal investigations, breach of fiduciary duty, estate litigation and in bankruptcy arena. The timing of when the forensic accountant is hired can play a vital role in the outcome of the case. Hiring the forensic accountant as early as possible allows the forensic accountant to assist the attorney in a variety of ways, including making a preliminary determination as to the merits of the litigation.

Due to the unique circumstances of each case, the forensic accountants' roles can differ from one assignment to another, and may even change as a case advances through litigation process. There are many different facets within each litigation case where an attorney can benefit from the services of a forensic accountant, and these can be divided into four general phases:

- i. Foundational i.e. provides assistance in the case development and discovery stages, and assist in defining the financial framework of the case. Assess the quality of the documents to determine what might be relevant;
- ii. Interpersonal i.e. conducts interviews to aid in the planning and execution of case data collection, and perform background research on the people and entities relevant to the matter;
- iii. Data collection and analysis i.e. accumulate the data, and marshal the necessary analytical tasks to either support or refute the legal theories presented. If requested, assist in any hearings, conferences and settlement negotiations;
- iv. Expert report and trial i.e. aggregates the forensic accountants' entire conclusion during the assignment, followed by the submission of an expert report, and possibly testify at deposition or trial. If requested by the attorney, the forensic accountant can critique the opposing experts report.

Litigation attorneys can often attain dramatic leverage at negotiating table and in the courtroom by being able to present quantifiable data in clear cogent terms. A case that is substantiated by indisputable testimony will most often be received favorably. A skilled forensic accountant in the litigation arena can act as powerful support to the retaining attorney by helping the attorney to present or defend claims.

Concept of Fraud

The word "fraud" is often interchanged between its effect and causes and opinions among scholars vary as to its real meaning. According to ACFE(2012), fraud is defined as obtaining wealth illegally by individuals or group through violation of legislation or rules governing the system with a criminal motive and acting in non-violent manner. In the same vein Nwanze (2012) defined fraud as a premeditated process of obtaining wealth illegally by an individual or group by means of deception and cheating.

Okafor (2004) added that all forms of malfeasance undertaken by an individual or group through false representation in order to take advantage of another is to be regarded as fraud. From the angle of Ojaide(2000), he is of the view that any human behavior involving deception, purposeful intension, violation of trust with a view to acquiring what does not belong to you is to be regarded as fraud.

In general fraud means any action undertaken by an individual or group to breach a law or procedure in order to acquire wealth illegally. Fraud can be categorized as the nature the fraudsters and method employed to carry out the fraud. As to the nature of fraudsters, it can be further broken down to internal and external. While internal refer to fraud done within the organization by members of their staff, which of external has to do with people outside the organization colluding with staff members to defraud the organization. The method of perpetrating fraud has gone digital with the computerization and on-line services being rendered by most organizations.

Forensic Accounting and Fraud Prevention

Fraudulent activities in a system do not manifest itself but only shows up as symptoms. In most cases they hide under human error to which makes it difficult for forensic accountant to detect. There are also issues of poor corporate governance and accounting failures giving room for fraud (Kristic, 2009).

Auditor performs his duty to report on whether financial statements show a true and fair view of the financial affairs of an enterprise and whether their assets are properly safeguarded. It is never the duty of an auditor to detect or prevent fraud but in some cases may use his forensic accounting skill to detect fraud in course of his audit.

Strong internal control system is a prerequisite for fraud prevention when top management takes the issue of internal control seriously. To resolve some of these problems the management should involve forensic accountants when designing internal control system. At the audit planning process, forensic accountant should be involved to incorporate audit test that will be able to detect fraud where the management suspects that the risk is high. When forensic accountants are also involved in risk management, better result is also obtained (Okoye & Gbegi, 2003).

Fraud detection and prevention starts with identification of potential fraud and designing a system that will spot early warning signals. This also involves proactive risk assessment that can assist in the time of system design. Prevention and detection of fraud should be holistic involving all anti-fraud strategy. There are other measures that act as fraud deterrent which involves removal of the enabling factors that give room for fraud to occur.

Some Reported Cases of Fraud in Nigeria

Name of Accused	Unit	Nature of Crime	Amount Involved
Tony Anenih	Former Minister of Work	Payment for Contract not Executed	N525 million
Rosemary Usifo	First City Monument Bank	Fraud	N30 million
Francis Atuche	Former MD Bank PHB	Fraud	N125 billion
Charles Ojo	Former MD Spring Bank	Fraud	
Olu Ogunbanbo	Oil Subsidy	Fraud	N979.6 million
Sinatu Ojikutu	Former Deputy Governor Lagos State	Fraud	N130 million
Okechukwu Chukwulozie	Former NAICOM Boss	Fraud	N10.4 million

Jonah Jang	Governor of Plateau State	Misappropriation of SURE-P Fund	N5 billion
Akingbola Erasmus	Former MD Defunct Intercontinental Bank	Fraud	N47.1 billion
Nigerian Embassy in the United States	Sale of Properties	Misappropriation of proceeds	\$27 million
Stella Oduah	Former Minister of Aviation	Unauthorized Purchase of Armored cars	N225 million
Diezani Allison-Madueke	Minister of Petroleum	Chartered Aircrafts	N10 billion
Jimoh Enesi	Former Chairman Adari L G, Kogi State	Money Laundering	N7.3million
Danjuma Goje	Former Governor of Gombe State	Diversion of government refund	N5.7 billion
	National Poverty Eradication Programme (NAPEP)	Fraud	N12.2 billion
Albert Nude, Danlandin Garba, Nasir Shehin	Sterling Bank	Fraud	N146.7 million
Atiku Abubarkar Kigo, Uzoma Cyril	Police Pension Fund	Fraud	N33.2 billion
Cecilia Ibru	Former MD Oceanic Bank	Fraud	N191 billion
Danasebe Ibrahim	Union Bank	Fraud	N2.05 billion
Sule Lamido	Governor of Jigawa State	Money Laundering	N10.4 billion

Source: www.thecitizenng.com/financialcrime

Challenges of a Forensic Accounting

Fraud detection and prevention has become an emerging or contemporary issue in the field of academics, researchers and industries due to increase in cases. Forensic accounting became popular of recent due to the failure of traditional internal auditing in detecting and identifying accounting fraud (Imoniana, 2003).

Dhar and Sarkar (2010) identified some challenges facing forensic accounting in developing countries to include lack of independence, technical ability, and production of reports not admissible in law court and conflicting laws and standards. In their own opinion, Grippo and Ibex (2003) sees lack of admissible evidence in law court from the output of a forensic accountant as a major challenge. Also Degboro and Olofinsola (2007) noted that the present laws regulating most financial transactions need to be updated in line with the present technological development. Globalization which has made the entire world as one entity is also posing serious challenge.

The cost of getting the services of forensic accountant is also a problem as many have resorted to settle most fraud cases outside the court system. Experts in this field are always hard to come by and expensive.

Empirical Review

There have been researches previously carried out in the area of this subject matter and the outcome of these researched shows that there is positive relationship between forensic accounting and fraud prevention.

Houck M., Kranacher, M., Moris B., and Robertson, J. (2006). investigated on how forensic accountants are involved fraud risk procedure management and planning. The outcome of the investigation show that forensic accountants have been highly involved audit test modification when management fraud risk is high. The study further revealed that forensic accountants have used audit procedures which have not been previously used by auditors when they perceived that management fraud risk is high. This brought enhancement on audit plan and led to better results than before.

Madumere and Onumah, (2013) conducted research on corporate fraud in Nigerian manufacturing sector and how forensic accounting has impacted on them in terms of fraud detection. From sample size of 306 manufacturing firms, the study revealed that corporate fraud is on the increase, the reason being that managers of these company inflate the cost of goods supplied to the firm in order to benefit from it thereby increasing the cost of production.

Eze and Okoye (2019) examined forensic accounting and fraud detection or prevention in Imo State Public Sector. Structured questionnaire was used to generate data for the study while z-test was used for the hypothesis testing. The outcome of the study shows that there is significant relationship between forensic accounting and fraud detection in Imo State public sector.

Ewa, Adesola and Eseneyen (2020) investigated on evaluation of forensic accounting technique in fraud prevention/detection in Nigerian Banking Sector through data Mining, ratio analysis and trend analysis. The data was analysed using ordinary least square (OLS) and the outcome revealed that application of forensic accounting significantly enhanced fraud detection/prevention in the banking system.

Karwai (2002) adopted survey design to examine the role of forensic accounting in curbing financial crimes. They selected some banks and used structured questionnaire to gather data from their staff. They used regression analysis to analyze the data and the outcome is that banks need the services of forensic accountants in order to curb financial crimes in banks.

Summary

The empirical studies examined so far have focused mainly of the ability of forensic accounting to detect and prevent fraud. Attention has not been drawn to the fact that those involved or has committed fraud need to be prosecuted and if possible convicted for various financial crimes. Our study will therefore focus not only on fraud prevention and detection through forensic accounting but also its ability to provide litigation support services.

Theoretical Underpinning

This work was guided by Cressy Fraud triangle theory which tries to relate fraud to three behavioral characteristics of individual that includes financial problem that cannot be shared with others; full knowledge of an organization setup and utilizing it to violate the trust placed on him and eventually violating the trust believing that he has not committed any crime. Financial pressure can come from different angles such as gambling, drug abuse etc and when opportunity presents itself, he goes ahead to commit the fraud without looking back. Opportunities can also arise due to weak internal control process and improper segregation of duties.

Among the three triangle opportunities is the only one that can be controlled or curbed. Rationalization is another component that involves an individual portraying his act to be decent knowingly or unknowingly. People with low moral attitude can easily rationalize their act than those with bad morals. Example is when somebody tries to justify his action by stealing a company's property because a bonus was denied him.

Cressy fraud triangle therefore provides background with which every fraud investigator uses when investigating the issue of fraud and forensic accountants have found it as a veritable tool. Lasalle (2007) demonstrated that the use of fraud triangle could lead to improved risk assessment.

Research Method

For the purpose of this research, survey design has been employed in order to answer the research questions and test the hypotheses formulated. Since it is a survey design that needs people's opinion, it was chosen for easy accessibility in order to administer questionnaires to the respondents. This research will cover Lagos State, Nigeria.

The target population would be law firms, accounting firms, government parastatals, anticorruption agencies in Lagos State, Nigeria. Hussey (1997) and Robson (1993) agree that there is no ideal sample size. They state that the sample size depends on the discipline the level of confidence expected in the answers and anticipated response rate. Therefore, the population size considered for this study is 500 respondents drawn from the staff of law firms, Accounting firms, government parastatals and anticorruption agencies. The population is focused on the staff of this firms that have knowledge of what forensic accounting is all about. In order to gain the advantage of an in-depth study and effective coverage, samples are drawn using random sampling. Taro Yamanei's formula is used in determining the sample size.

Using Taro Yamanei's formula,

$$n = N / 1 + N(e)^2$$

where n= sample size

N= population

e= margin of error (0.05 on the basis of 95% confidence level)

therefore, $n = 500 / 1 + 500(0.05)^2$

$$n = 500 / 2.25$$

$$n = 222$$

Using a population of approximately **500** Nigerians with an error of 5%, a sample size of **222** is considered adequate as computed above.

Two hundred and two questionnaires were distributed equally among the staff of five selected agencies chosen as detailed in the table below. Out of the 222 sent out, only 135 representing 61% of the total sample were returned as shown in the table below. Five point linkert scale was adopted in structuring the question from strongly agree to strongly disagree.

TABLE 1. DISTRIBUTION OF RESPONDENTS

Categories of the Respondent	No. Distributed	No. Returned
Law Firms	45	28
Accounting Firms	40	27
Economic and Financial Crimes Commission	52	30
Government Agencies	48	29
Independent and Corrupt Practices Commission	37	21
Total	222	135

Source: Field Survey 2021

Validation of Instrument

The questionnaire was pre-tested in Economic and financial crimes Commission which is one of the organizations sampled and is validated with information and experiences gathered from the pre-testing of the questionnaire before they were finally administered. The researcher interviewed and discussed with selected respondents to elicit further information based on their responses to the questionnaire.

Data Analysis and Discussion of Results

The data obtained from respondents and the research questions were analyzed and presented in form of frequencies, percentages, tables, charts and graph while the research hypotheses were tested using statistical package for social science (SPSS version 20.0), the chi-square statistical technique was used. The essence of this test is to validate or disapprove the hypotheses. Data was collected from the responses of accountants in the firm, lawyers, workers in the anti-corruption agencies, workers in the government parastatals in Lagos state.

Analysis of Research Questions (Fraud Prevention and Detection)

The table below summarizes the percentage of respondent to the options available for the questions under this category.

TABLE 2

S/N	QUESTIONS	SA%	A%	U%	D%	SD%
1	Forensic Accounting is effective in detecting & preventing fraud in Nigeria	73	24	1	1	1
2	The service of Forensic accountants has helped in the reduction of fraud & corruption in the country.	30	63	4	2	1
3	Fraud Policies are implemented and enforced consistently and fairly in my organization.	26	36	21	16	1

4	Anti-fraud controls are consistently monitored and tested as part of internal audit function.	22	33	27	26	2
5	Employees of organizations know how to report fraud.	17	16	10	62	5

Source: Field work 2021

From table 2 above, majority of the respondents agreed that Forensic accounting has assisted to prevent and detect fraud in organizations. This was reflected in the percentage of those that agreed and strongly agreed that forensic accounting plays major role in fraud prevention and detection.

Analysis of Section C (Litigation Support Services)

To what extent do you support the following attributes as the way litigation services by forensic accountants bolster/strengthen a fraud case proceeding in a court of law?

The table below summarizes the percentage of respondent to the options available for the questions under this category.

TABLE 3

S/N	QUESTIONS	SA %	A %	U %	D %	SD %
1	There is proper calculation of complex and disputed business values.	53	44	2	1	0
2	Proper record examination and reconstruction of financial statement for correct consequential claims strengthens fraud case proceedings in law courts by forensic accountant.	43	52	4	1	0
3	Analysis of damages payable to clients by defense counsel is revealed through forensic accounting during litigation.	27	56	11	5	1
4	Preparation and presentation of expert opinion is enhanced during case proceedings in court by forensic accountants.	46	47	3	3	1
5	Discovery, interrogatory preparation and production of evidence in law courts through forensic accounting services bolsters fraud case prosecution.	33	57	7	2	1

Source: Fieldwork 2021.

From the above responses from respondents, it can be summarized that forensic accounting provides litigation support service to fraud cases. Looking at the responses to the entire questions majority agreed and strongly agreed to the questions posed.

Analysis of Section D (Prosecution of Cases)

The table below summarizes the percentage of respondent to the options available for the questions under this category.

TABLE 4

S/N	QUESTIONS	SA %	A %	U %	D %	SD %
1	The advent of anti-corruption agencies has been able to reduce the perceived level of corruption in Nigeria.	54	40	3	2	1
2	Fraud cases won by the anti-corruption agencies in Nigeria were aided by forensic accountants.	21	41	21	16	1
3	Lost cases by the agencies are as a result of not using an expert	23	26	20	28	30
4	Use of forensic accountant can assist to resolve pending cases.	28	30	12	20	10
5	Judges now find it easier to try fraud cases and conclude on timely with the aid of forensic accountant	36	43	3	7	1

Source: Fieldwork 2021.

The summary of table 4 above shows that majority of the respondents agreed or strongly agreed forensic accounting services have greatly assisted in prosecution of fraud cases in Nigeria.

TESTING THE HYPOTHESES

Parameters for Testing the Hypotheses

- Statement of hypothesis, null and alternative.
- Level of significance, $\alpha = 0.05$.
- Decision rule: Reject the null hypothesis (H_0), if the P-value < 0.05 .
- Test statistics: Chi-square

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where O is the observed frequency and E is the expected frequency, with (n-1) degrees of freedom of (r-1)(c-1), where n is the number of observation, r and c are the numbers of rows and columns respectively.

- Decision and conclusion.

Hypothesis 1

H_0 : There is no significant relationship between forensic accountants and fraud reduction in Nigeria.

H_1 : There is a significant relationship between forensic accountants and fraud reduction in Nigeria.

TABLE 5

O	E	O-E	(O-E) ²	(O-E) ² /E
1	27	-26	676	25.0370
4	27	-23	529	19.5926
5	27	-22	484	17.9259

84	27	57	3249	120.3333
41	27	14	196	7.2593
Chi-Square Calculated				190.1481
P-value				0.00000
Degrees of Freedom				4

Source: SPSS 20.0

The P-Value is 0.000 which is significant at $p \leq 0.05$

Decision: Reject the null hypothesis (H_0), since P-value (0.000) is ≤ 0.05

Conclusion: The analysis shows that there is a significant relationship between forensic accountants and fraud reduction in Nigeria. Therefore, the alternative hypothesis is accepted.

Hypothesis 2

H_0 : The practice of forensic accounting does not have any significant impact in providing legal support services.

H_1 : The practice of forensic accounting has a significant impact in providing legal support services.

TABLE 6

O	E	O-E	(O-EO) ²	(O-E) ² /E
3	27	-24.0	576	21.33333
6	27	-21.0	441	16.33333
5	27	-22.0	484	17.92593
91	27	64.0	4096	151.7037
30	27	3.0	9	0.333333
Chi-Square Calculated				207.6296
P-value				0.00000
Degrees of Freedom				4

Source: SPSS 20.0

The P-Value is 0.000 which is significant at $p \leq 0.05$

Decision: Reject the null hypothesis (H_0), since P-value (0.000) is ≤ 0.05

Conclusion: The analysis shows that there is a significant relationship between forensic accounting and provision of legal support services. Therefore, the alternative hypothesis is accepted.

Hypothesis 3

H_0 : Forensic accounting has not aided in the prosecution of cases by anticorruption agencies.

H_1 : Forensic accounting has aided in the prosecution of cases by anticorruption agencies.

TABLE 7

O	E	O-E	(O-EO) ²	(O-E) ² /E
2	27	-25.0	625	23.14815
21	27	-6.0	36	1.333333

29	27	2.0	4	0.148148
54	27	27.0	729	27
29	27	2.0	4	0.148148
Chi-Square Calculated				51.7778
P-value	0.00000			
Degrees of Freedom	4			

Source: SPSS 20.0

The P-Value is 0.000 which is significant at $p \leq 0.05$

Decision: Reject the null hypothesis (H_0), since P-value (0.000) is ≤ 0.05

Conclusion: The analysis shows that there is a significant relationship between forensic accounting and prosecution of cases by anticorruption agencies. Therefore, the alternative hypothesis is accepted

SUMMARY OF FINDINGS

The primary aim of this research work is to examine the impact of forensic accounting in fraud reduction in Nigeria. From the result of the analysis of the data in chapter four using the chi-square technique, the following findings were obtained.

1. There is a significant relationship between forensic accountants and fraud reduction in Nigeria.
2. Forensic accounting has a significant impact in providing legal support services in Nigeria.
3. Forensic accounting significantly has aided in the prosecution of cases by anticorruption agencies.

CONCLUSION

The study therefore concludes that the role of forensic accountant in fraud reduction in Nigeria is vital. Forensic accountants help lawyers, courts and regulatory bodies through application of accounting principles, auditing and investigative procedures in solving certain legal problems. This is because forensic accountants possess skills and experience in accounting, auditing, taxation business operations, management and internal controls. It should be emphasized that whether in the business world or the department of the anticorruption agencies in Nigeria, the ultimate responsibility for discouraging and detecting fraud practices rests with the management. Fraud prevention or reduction therefore is a major aspect of daily business activities which should be performed through engagement of forensic accountants.

Recommendations

Since there is a general belief that no nation can grow when corruption is seen as normal way of life, there is therefore, urgent need to tackle the endemic corruptible tendencies in our companies and politics so that the nation's economy can develop like that of other nations. Based on the findings of this study, the following recommendations will help reduce fraud in Nigeria.

1. The various agencies fighting corruption in Nigeria will need to engage the services of forensic accountant to compliment efforts of other professionals in reducing fraudulent activities and installing fraud proof internal control system in corporate organizations.
2. The government of Nigeria should develop interest in forensic accounting and encourage the efforts of forensic accountants in the monitoring and investigating of suspected and confirmed cases of corruption. Practicing accountants in the country should work towards specialization and possibly establishing firms for forensic accounting practice only.
3. The academia should emphasize skill development in the field of forensic accounting so that students at an early stage would become familiar with it.
4. Professional bodies such as The Institute of Chartered Accountants of Nigeria (ICAN) should ensure they strengthen the services of forensic accounting institutions and the utilization of their services as a way of providing checks to those who have the intention to commit fraud must be emphasized.
5. Corporate organizations should devote time and resources to the research and development of new forensic techniques, not only to develop solutions to existing problems, but also to recognize emerging problems and find realistic solutions.
6. Management of corporate organizations should test controls over a greater period of time, since this provides more evidence of the effectiveness of controls than testing over a shorter period of time. Further, testing performance closer to the date of management's assessment provides more realistic evidence than testing performance in earlier part of the year.

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THE PHENOMENON OF PERSONALIZATION IN KOREAN (ON THE EXAMPLE OF FAIRY TALES)

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ABSTRACT

It is well known that so far the interpretation of derived phenomena has been studied within the framework of the internal capabilities of a particular language. At the same time, word formation is a priority in the traditional interpretation of derivations, therefore, the aspects of this phenomenon associated with lexical and syntactic derivations are not clearly defined. In addition, the research focuses on analog types of derivative phenomena that occur in the intrinsic capacity of a particular language. The article attempts to investigate toponymic origins,

a type of metaphor by quoting excerpts from Korean fairy tales with a brief overview of the phenomenon of personification.

KEYWORDS: *Personification, Metaphor, Impersonation, Mythology, Imitation, Concept, Folklore, Fairy Tale, Phenomenon, Object*

INTRODUCTION

The discovery of linguistic units and their various aspects of meaning, which are considered a rich treasury of the language system, the observation of lexical and semantic changes, updates and derivational laws in them with the help of linguistic research leads to important scientific and theoretical conclusions. Such observations, carried out within the framework of a comparative description of languages, will also be of great importance for a deep mastery of their specific laws. Such a research process is undoubtedly also connected with the scientific study of the phenomena of lexico-semantic derivation in English and Uzbek. Even now, it is these phenomena that allow us to come to certain conclusions about the influence of external factors on it, since they allow us to directly observe the laws of the internal development of each language.

In world linguistics, including in Uzbek linguistics, issues related to word formation and its various methods, the role of word formation in the language system and its evolutionary development have long been in the center of attention. In general linguistics in this regard, together with L. Bloomfield, I. V. Arnold, A. I. Smirnitsky, V. N. Komissarov, E. Kurilovich, V. B. Kasevich, N. A. Baskakov, E. S. Kubryakova, V. M. Nikitevich, Yu. Apresyan, R. A. Budagov, Uzbek linguists such as A. Gulomov, A. Hojiev, I. Kuchortoiev, M. Mirtojiev, N. Turniyozov also published scientific research. The results achieved in the course of this research work allowed us to more deeply explore many problems related to word formation and its structural analysis, the semantic composition of word formation, and their component analysis today.

The peculiarity of human consciousness has always been that it tends to animate real objects and phenomena around it that interact with a person's life, with his emotions; elements of similarity could be based on appearance, speech-like sounds, movement, as a result of which nature, the universe as a whole, landscapes "had a real human image, not his feature".

Imitation is absorbed into mythology, religion, folklore as a direct expression of the worldview, in which imaginary and zoological characters, plants with human characteristics, spiritual forces of nature (sun, sky, wind, water, etc.), objects of everyday life have a constructive meaning.

Personification is one of the types of metaphors in which inanimate beings (objects or phenomena) occupy the characteristics and qualities of a person. In the literature, this concept is also called personification (imitation of a person) or spiritualization.

From Latin, this term means "person" (persona) and "execution" (fasere), which means that we endow phenomena and objects with characteristics inherent in a person.

Imitation of a person is characteristic of an artistic style; it is considered the most expressive feature of folklore. In folk tales, legends and stories, one can observe that people look at the world "alive", in which nature can speak, laugh or cry.

This method helps to express the image more accurately and clearly in the mind, as well as to perceive it at the level of vision and hearing.

In addition to mythology and religion, personification is common in sociology, philosophy, and psychology. As a rule, this manifests itself in a person's attempt to lay the blame on someone or something.

Imitation is the oldest artistic technique, but in the research literature the status of this trope is not defined in a certain way, the definition of this term is explained by different approaches. In the works of scientists, two points of view on the definition of the analyzed phenomenon are clearly traced: a narrow definition of a broad concept in which the signs and properties of living beings refer to inanimate objects; by this approach, personification is understood as the acquisition of human characteristics by objects, phenomena, living beings.

We understand personification as a "path", which consists in determining the attributes and properties of living beings to inanimate objects. "The personification of personality consists of the word "personalized consciousness" and a catalyst with which the act of similarity of personality is carried out."

In our work, the concept of personification is a cosmic image, the catalyst of which is verbs, at the same time, verb forms are the source of personification, as a result of which an inanimate being becomes the same as a living being – a person who has become the source of active action.

At the beginning of the 20th century, the sphere of cosmic animated names in poetry is wide, and it is not by chance that the most animated ones are the sun, moon, star, sky, as well as cloud, light, dawn. Everything that is connected with a person, what he considers a mythological personification, therefore, signs appear that personify the sun, moon, dawn, clouds, etc.

In A. B. Orlov's concept the person is understood as a system of motivational relations that has a subject [1].

We will provide some examples of personification from the artistic literature.

나무가 말했어요: '나는 너에게 줄 거라고는 이제 아무것도 없어. 나는 밑둥만 남았거든.' – *The tree said: "I have nothing now to give to you. I only have my stump left."* [2]

In this example, the author used animation to convey all the regrets of the tree. Of course, this is not a tree-specific function and expression.

There is a reason for the fact that personification refers to the oldest metaphorical phenomena of language, it reflects the animistic views of people on nature, in which the souls of the whole world live: they talk, laugh, cry, envy. Therefore, personification is the most expressive feature of folklore, in particular fairy tales, legends, folk tales, riddles.

Personification is the appearance of a metaphor based on a comparison, an analogy between a living reference of a formative value and an inanimate reference of a derived value [3]. Even with this view of the metaphor, the lexical reference to the meaning of a word in accordance with the derived reference to the meaning will be similar within the framework of the function of a character property, action or circumstance, etc. But this similarity stems from the fact that the derivative gives a living state to the reference of the meaning. This property is the basis for personification.

In the texts of the beginning of the 20th century in artistic literature, the features of animation are carried out by verbs, as well as verb forms combined into five groups based on semantic features: (speech) verbal verbs, mental-state verbs, verbs of perception through sight, state verbs, action verbs.

팔랑팔랑 나비 한 마리가 씨앗 곁으로 날아왔어요.

‘넌 누구니?’

‘난 씨앗이야.’

‘씨앗? 그건 처음 들어보는 이름인데?’

넌 참 까맣고 못 생겼구나.’

나비는 멀리 날아가 버렸어요.

‘난 왜 이렇게 못 생겼을까?’ [2]

A butterfly flew in, landed next to the seed and asked:

"Who are you?"

"I am the seed." - he replied that the seed lying on the ground.

"The seed? This is the first time I've heard such a name! It turned out that you are very black and ugly." - said the butterfly and flew far away.

"Why am I so ugly?" - the seed was sad at this saying of this butterfly.

In this example, the state of people is expressed live through the utterance of the seed. Here, the semantic property is transmitted through the verbs of the state.

The ancient Koreans were so fascinated by the simple everyday life created by Mother Nature that they considered that Mother Nature is a living being that always responds to grief and joy. Any phenomenon in nature has become more pleasant and convenient for a person only by approaching it with their own feelings and actions. Their ancestors deified the sky, because the sun's rays poured from the sky, the moon and stars shone there, it gives blessed rains, they considered. It presents them in a unique, inseparable image of artistic personifications originating from folk fantasy, which created various phenomena associated with the sky.

씨앗이속상해하고있을때하늘에서해님이말했어요.

'씨앗아, 걱정하지마!넌꼭예뻐질수있을거야.'

'고마워요, 해님!'

해님의말에씨앗은조금용기가났어요. [2]

When the seed stood there feeling sad, the sun in the sky said:

"Seed, don't worry! You can be pretty."

"Thank you, dear sun!", the seed became a bit happy having heard the words of the sun, [2]

In fairy tales, myths and legends from time immemorial, a high degree of passion and trust in the sky, the sun, the wind and the clouds literally led to worship in them. From the simplicity of everyday life, natural phenomena for ordinary people gave an extraordinary amount of strength, inspiration and pleasure, and they described these situations in a fantastic way. As a result, in the stories and fairy tales that reach us by word of mouth, animation, as above, imitating a person, is currently being studied in linguistics as a branch of metaphor, which is considered a phenomenon of personification.

At the heart of the coming of the inanimate world into action, "resurrection", in fact, are such simple truths as people's inner experiences, what they feel. When imitating a person, feats are mainly used. This encourages the reader to discover the original meaning that appears in the work, bringing them into action in the texts using emotions.

참새 한마리가 포르르 날아와 강아지 똥 곁에 앉아서 주둥이로 콧조아 보더니 튼튼 침을 뱉고는,
'똥, 똥, 똥..... 에그, 더러워!'

하고 쫓알대다가 멀리 날아가 버립니다. 강아지 똥은 어리둥절했습니다.

'똥이라니? 그리고 더럽다니?'

무척 속상합니다. 참새가 날아간 쪽을 보고 눈을 힘껏 흘겨 줍니다. 밉고 밉고 또 밉습니다. 세상에 나오자마자 이런 창피가 어디 있겠어요? [4]

A sparrow flew up, sat by the poop of the puppy, pecked it with his snout, and spat it out:

"That's the piece of poop.... How disgusting it is!" whispered the sparrow to himself and flew away. The poop of the puppy was in shock having heard the sparrow's words about him.

"Poop? Disgusting?", felt sad the poop of the puppy. He couldn't take his eyes off the sparrow and looked at the place that sparrow was flying to.

He hated it. It's too sad to feel ashamed as soon as you come out of the world. [4]

From the above excerpt from the fairy tale, we can know that some people are very discouraged by the idea of "I don't need anyone." Or it's one of the fairy tales written by the author in such a wonderful way of animation, in order to convey to the reader in such an unconventional way situations that often occur in life, such as not being in the center of one's attention, the thought - others may not like you. We understand that, unlike the Uzbek language, the character that people imitate is "poop". That is, if we take as an object something that is not observed in Uzbek literature, it shows, illuminates and reveals different aspects of personification in the Uzbek and Korean languages.

Animated space images and literature allow students to convey a specific imagination, comparing natural phenomena with human life.

Objectivity is the concept, perception in consciousness of something in existence or reality, character, action or situation. An expression in a word of the same concept is the meaning. But the meaning is not limited by this. In the literal sense, it is also observed that there is also an object relation of consciousness to this designation.

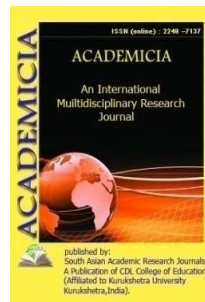
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FREE PHRASE AND PHRASE UNIT

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ABSTRACT

This article shows grammar units and free phrases, and some criteria to find the differences between them. When a set of free words (such as a long day) is compared with phrase units, such as "Long term", we can see that the noun day and adjectives have been retained for a long period of time. These words are used alone in the free word category. The part of speech possessed by the time. The vocabulary of the language has not only increased by words, but also by phrase units. The phrase unit is a part of speech that cannot be formed in speech, but it exists as a ready-made unit in the language. Words are used in certain vocabulary contexts, that is, in combination with other words. Substantive issues are often used in combination with adjectives such as important, urgent, urgent, controversial, and subtle. The syntactic valence of these verbs

is different. Semantically speaking, all sentences can be divided into motivated and unmotivated. Unmotivated phrases are often described as phrase units.

KEYWORDS: *Free-Word Groups, Components, Speech, Collocations, Dictionary, Phrase Logical Unit, Metaphorical.*

INTRODUCTION

The member words of a phrase are often repeated into unique collocations, unlike free phrases that can vary according to communication needs. For example, the adjective red can be replaced with another adjective representing the color of red flowers (a free phrase), and this group of words will retain the meaning: "flowers of a certain color". This kind of substitution is impossible in the bureaucratic system of phrases (bureaucratic method), because changing the adjective will completely change the context of the group: then it means "a ribbon of a certain color". Therefore, the language unit bureaucracy lacks semantic motivation, that is, its essence cannot be deduced from the meaning of its constituent parts, and it functions as an independent entity. Grammatical structure of phrase logical units is to a certain degree also stable:

Red tape – a phrase logical unit;

Red tapes – a free word-group;

To go to bed – a phrase logical unit;

To go to the bed – a free word-group.

Methods

The basic criterion remains a relative lack of motivation or habituation of the term unit. Semantic motivation is based on the coexistence of direct meaning and figurative meaning. Mainly considers the degree of habituation, and the terminology unit can be divided into three categories. This classification was originally proposed by Acad. V.V. Vinogradov.

These groups are:

- phrase logical fusions,
- phrase logical unities,
- phrase logical collocations, or habitual collocations.

Phrase fusion is a phrase with no motivation what so ever. The meaning of the components is out of sync with the meaning of the entire community. Authenticity is combined with the complete stability of the lexical components and the integrated grammatical structure.

Phrase units are parts of speech with no motivation, and their meaning can usually be inferred from their context. The lexical components and grammatical structure of phrases usually have a high degree of stability. Free phrases with synonymous meaning can be found in phrase units.

To skate on thin ice – to skate on thin ice (to risk);

To wash one's hands off dirt – to wash one's hands off (to withdraw from participation);

To play the first role in the theatre – to play the first role (to dominate).

There must be not less than two notional words in metaphorical meanings. Sentence placements are partially inspired, but are composed of terms with unique lexical valence and are characterized by a certain degree of coherence in certain parts of speech. Component variability in phrase placements is strictly limited. They differ from the sentence unit because one of the components is used in the direct sense of the sentence. The other: figuratively, the meaning of the whole party takes precedence over the meaning of its voters. Since the figurative is only reflected in a part of the word, it is almost imperceptible.

- To pay a visit, tribute, attention, respect;
- To break a promise, a rule, news, silence;
- To meet demands, requirement, necessity;
- To set free; to set at liberty;
- To make money, journey;
- To fall ill.

The structure V + N is the largest group of phrase logical collocations.

Phrase units are special parts of speech that are word equivalents; they are similar to specific categories of terms. Regardless of the part of speech of the word, the part of speech of the phrase is considered to belong to the whole phrase. When a set of free words (such as a long day) is compared with phrase units, such as "Long term", we can see that the noun day and adjectives have been retained for a long period of time. These words are used alone in the free word category. The part of speech possessed by the time. The whole group is divided into two different units (A + N). In the language unit, in the long run, the part of the verbal meaning belongs to the group as a whole. In the long run, it is grammatically equivalent to a single adverb, like last, first, etc.

RESULTS AND DISCUSSION

Then, the phrase unit is included in the part-of-speech system. Free phrases are used to make phrase units. However, certain words and phrases will disappear from the language over time; the context created by phrases can be forgotten, lose their motivation, and these phrases become a fusion of phrases. The vocabulary of the language has not only increased by words, but also by phrase units. The phrase unit is a part of speech that cannot be formed in speech, but it exists as a ready-made unit in the language. They are stored in special dictionaries. Phrase units, such as words, convey a single idea and are used as part of a sentence. The lexicographers in the United States and the United Kingdom refer to these units as "idioms." We can use dictionaries such as "Words and Idioms" by L. Smith and "A Book of Idioms in English" by V. Collins. We can find words and groups of words and sentences with unusual (usual) semantics in these dictionaries. In these dictionaries, they are usually organized into several semantic categories.

Phrase units can be classified according to the way they are created, the degree of motivation of the meaning, the structure and the motivation of the meaning. Audiovisual. Koonin classifies phrase units according to how they are formed. He pointed out the primary and secondary methods of forming terminology units.

In the two-story unit, A.I. Smirnitsky pointed out the following structure types:

a) Sundays of a month, the gray matter, the tooth in the neck and some others are examples of attributive nouns. The unit of this form is the equivalent of a noun, which can be partially or completely idiomatic. In some common units (phrases), the first component is common in some situations, such as height and diameter, while the second component is common in other situations, such as the first night. These two components are generally used, such as bureaucracy, dead ends, nail bed, arm blows, etc.

b) Read between the lines, talk about the BBC, sweep the floor under the rug, etc. they are all units of verb phrases. Verbs are the grammatical center of these units, while the substantive aspect is the semantic center in many cases, such as falling in love. Verbs are both the grammatical and semantic core of certain units, such as not knowing the ins and outs. These units can also be completely customary, like burning ships, voting with your feet, and taking them to the dry cleaner. Phrases very close to these units are clear at a glance, there is a cigarette. These units are not idioms, but are considered a special syntactic combination in grammar, a kind of aspect.

c) Repetition of terms, such as: now or forever, part and package, country and west, etc. These units can be based on antonyms, such as ups and downs, round trip; they are usually made up of alliterations, like cake and beer, and are as busy as a bee. The elements of repetition are connected by conjunctions. These units are equivalent to adverbs or adjectives and have no grammatical center. They can also be used partially or totally, for example as cold as cucumber (partial), bread and butter (perfect).

d) Adverb units, such as: "There is a lump", "In the soup", "Like a dream", "Like a dog with two tails".

e) Unit of prepositional phrase, as in the process, in its strokes,

f) Unit of interjection phrase, such as "catch me", "well, I never did it", etc.

There are also equivalents of sentences, proverbs, proverbs, and quotations in I.V. Arnold, likes "the road to heaven", "what motivates you", and "it's easy for me". Proverbs are usually metaphorical, such as "too many cooks destroy the broth", while proverbs are usually not metaphorical, such as "Where there is a will.

" If we find a phrase unit and a free phrase, we must these standards really find them.

Words are combined to form a lexical unit, forming a phrase or phrase group. The largest two-sided vocabulary unit containing more than one word is a group of words observed at the grammatical analysis level. The structure of the phrase and the degree of semantic cohesion may vary. Phrases that are at least functionally and semantically inseparable, at least in terms of point of view, through and occurrence are phrase units. Semantic and structurally independent phrases one week ago, wise, class, and kind to others are defined as groups of free or variable words or phrases.

The two main linguistic factors to be considered in uniting words into word-groups are: 1) the lexical valency of words

2) the syntactic valency of words.

Words are used in certain vocabulary contexts, that is, in combination with other words. Substantive issues are often used in combination with adjectives such as important, urgent, urgent, controversial, and subtle. This term is part of many other phrases, such as asking a question, a very important question, an agenda question, a question for today, and many other questions. Lexical valence is the possibility of the lexical and semantic connection of a word with other words.

Lexical placement is realizing the potential connection between a word and other words in pronunciation. In the case of polysemous words, lexical valence is of special importance, because the different meanings of polysemous words can be distinguished by lexical valence.

1. Heavy weight (safe, table, etc.),
2. Heavy snow (storm, rain, etc.),
3. Heavy drinker (eater, etc.),
4. Heavy sleep (disappointment, sorrow, etc.),
5. Heavy industry (tanks, etc.), and so on. These word-groups are called collocations or such combinations of words which condition the realization of a certain meaning.

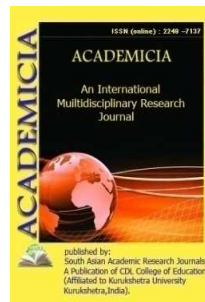
Syntactic Valencia The tendency of a word to appear in different syntactic structures. The minimal syntactic context used when combining words to form a phrase is described as the phrase pattern. For example, the verb to offer can be followed by infinitives (to offer to do something) and nouns (to offer a cup of tea). It is suggested that verbs can be followed by gerunds (suggest doing something) and nouns (suggest an idea). The syntactic valence of these verbs is different. Semantically speaking, all sentences can be divided into motivated and unmotivated. Unmotivated phrases are often described as phrase units.

Word-groups may be classified according to their headwords into:

1. Nominal: red flower;
2. Adjectival: kind to people;
3. Verbal: to speak well, etc. The head is not necessarily the component that occurs first in the word-group: very great bravery, bravery in the struggle the noun bravery is the head whether followed or preceded by other words So, we can distinguish them from their structure, and these linguistic units adorn our speech, when we utilize them unrelenting.

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THE IMAGE OF BIRDS IN ENGLISH AND UZBEK LITERATURE

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ABSTRACT

It is known that myths and legends play a very important role in the world literature. Observing the literature of any nation, we will see that myths and fairy tales embody the way of life and characteristics of the nation. The main characters of myths and fairy tales, although unique in the literature of different nations, are images calling for kindness and kindness. While some of these images may not exist in real life, it is no exaggeration to say that they have won the hearts of many with their portrayal in fairy tales and legends. Comparing mythological images in English and Uzbek literature, we see common features and differences between mythological images in the literature of these two peoples. The depiction of birds occupies a special place in

the oral and written literature of different nations of the world. Although they differ from each other in appearance and sound, they often attract attention from the point of view of interpretation in a similar sense, in similar literary and aesthetic functions. Myths and fairy tales about birds in the same direction, widespread among the peoples of the world, draw attention to themselves. Of the birds commonly used in myths and fairy tales, the image of birds such as owls, crows, and hawks has a unique image in both literary examples.

KEYWORDS: Owl, Aesop's Fables, Morrigan, Celtic Mythology, Robin, Qaqnus, Anqo, Simurg, Khumo

INTRODUCTION

The image of birds has a special place in the oral and written literature of different nations of the world. The main thing is that, although they differ from each other in appearance and sound, they often attract attention in terms of interpretation in close senses, in similar artistic-aesthetic functions. The common myths and tales about birds among the peoples of the world in the same direction are noteworthy. In them, birds flying over the earth and sky are often depicted as messengers of the gods. For example, in Greek mythology, pigeons are the cause of the formation of mythological images such as the bird Astarte, Aphrodite, Venus, the Holy Spirit, and the spirits of the dead are represented as symbols of the dead. In Irish mythology, the image of Odin is embodied in the image of a crow, while cranes are interpreted as Hermes, the sacred bird of Mercury, in Celtic mythology, the moon bird, eagles are interpreted as descendants of Zeus and Jupiter.

The owl is one of the most widely used images in the oral and written literature of almost all nations. It is said that owls have “inner light”, which is why they have the ability to see at night. The fact is that in myths and fairy tales the attitude to the owl is different. The image of the owl was first interpreted in folklore. He then entered the written literature as well. Some peoples look at the owl with fear and hatred, while others respect it as a symbol of wisdom, a healer, a magician, a “bridge” between life and death.

In Indian folklore, for example, owls are depicted as a symbol of wisdom that has the power to predict the future. In Greek mythology and Aesop's fables, the owl is embodied with similar characteristics. But by the Middle Ages, views on the owl in Europe gradually began to change. In the literature of this period, owls were interpreted in the form of a negative image that combined with evil forces, settled in dark and filthy places, befriended lizards, and preferred solitude. It is portrayed as a bird that frightens people with its twinkling eyes and unpleasant cries in the depths of the night, a sign of evil and death. By the 18th century, however, as a result of an in-depth study of the ornithological features of owls, the concept of owls had expanded, and by the twentieth century, they had regained their positive interpretation as a symbol of wisdom and prophecy.

A closer look at the history of the owl's depiction reveals that one of its roots goes back to ancient Greek mythology. Consequently, it is said that Athena, the goddess of wisdom, was moved by the owl's large eyes and majestic appearance, and drove the crow, his helper, out of the palace and replaced the owl as his helper. The same Little Owl (*Athene noctua*) became a favorite bird of Athens, and the family of these birds is said to have been given special protection

and gradually began to spread in the Acropolis. That is why the Greek army knew the owl as the symbol of Athens and carried it as a constant companion and helper in various wars. If an owl flew over soldiers before a battle, it was considered accepted as a sign of victory in a future battle. The Greeks, who had so much faith and respect for the owl, painted a picture of it on the back of their coins. The depiction of an owl on the coins was associated with confidence in the success and profitability of the trade. The Greeks also considered the owl to be an inspiring bird in their daily lives. [3]

In ancient Rome, the body of an owl was hung on the door of an apartment to prevent or stop any trouble. But some sources point to the owl's cries as a sign of a threatening death. For example, it is said that the death of Julius Caesar, Augustus, and Agrippa was predicted by this bird's call. For example, in William Shakespeare's famous *Julius Caesar*, the following passage is found regarding such an interpretation: "... yesterday, the bird of night did sit Even at noonday, upon the market place, Hooting and shrieking." The bird of night in this passage is meant to be an owl, and its "hooting and shrieking" is a sign of impending death. Legend has it that the defeat of the Roman army on the plain between the Tigris and Euphrates rivers was foretold by the owls.[3]

In English literature the owl is a widely used mythological image, expressed in both positive and negative features as well. For example, barn owls were considered a symbol of evil because they were considered a tree of death as birds of darkness. Eighteenth and nineteenth-century poets Robert Blair and William Wordsworth used Barn Owls as a "bird of doom" in their poems. Owls are their favorite emblems. In England, it was also seen as a weather forecaster for barn owls. The cries of the owls were a sign that cold weather or a storm was approaching. In nineteenth-century England, the dead body of an owl was hung on warehouse doors to prevent lightning and bad weather. In English fairy tales and legends, owls are also interpreted as a cure for certain diseases. For example, drinking raw owl eggs is considered to prevent addiction to alcohol. Eating fried eggs is believed to improve eyesight. Boiled soup made from owl meat was used to treat chronic cough. Such customs are still used in English folk medicine. In the north of England, seeing an owl was considered a sign of good luck. [1]

Another of the most commonly used bird images in English literature is the crow. The image of the crow, like the owl, is portrayed as both a negative and a positive symbol. [1] One of them is the image of Morrigan (Mórrigan or Morrighu) in Irish mythology. The word "Morrigan" means "ghost queen" and was considered the goddess of war, destiny and death in ancient Irish literature. This image is embodied in myths, which can often change their appearance and often appear in the form of a black crow, which, if seen before the war, is considered a terrible messenger of news.

As it is described in the legends, Morrigan was actually one of three twin sisters named Badb, Macha and Nemain. But in some sources Morrigan is mentioned as one of the famous trinity, i.e. the earth gods - Eriu (Ériu), Banba (Banba) and Fodla (Fódla). Some sources suggest that the name Ireland is also derived from this myth. That is, the words "Eire" and "land" are said to have later given rise to the Irish word. [4]

Morrigan was mainly in the spotlight as the protagonist of the famous fairy tale about the brave Kuchulainn (Cuchulainn), who defended the city of Ulster in the battle against the Connath army during the reign of Queen Maeve. Kuchulainn is one of the main heroes of Irish mythology. As this series of tales depicts, as Kuchulainn destroys the enemy one by one in a fight, Morrigan enters the

appearance of a beautiful girl and tries to seduce him several times. But Kukhulin rejects Morrigan's charm without flying into it. Outraged, Morrigan quickly takes on the appearance of a snake, trying to fall under his feet as Kukhulin walks through the fjord (a rocky, narrow and deep bay off the coast of Norway). However, the agile Kukhulin quickly grabs the snake and beats it hard. Morrigan, on the other hand, uses his magic power again and immediately turns into a wolf. He chases the surrounding animal over Kukhulin, but Chuchulainn again shows his dexterity, shooting Morrigan in the eye with a bow, injuring one of his eyes.[4]

The mythological mountain bird in English literature - Robin is another widely used image. In European literature, this bird is called a "red-breasted" bird. In Swedish legends, this bird was called Tømmii Liden, and in Norwegian fairy tales, Peter Ros Tentak. In English literature, however, the poet Wordsworth refers to this bird many times in his poetry. Robin is the common name for this mountain bird, and in fairy tales and legends its other names such as Robin Goodfellow, Hobgoblin, Robgoblin are also found. It is observed that it is described as a domestic bird. In this sense, it is fed at home. People believed that luck would come to the house where this bird was kept. It is said that if this bird is kept in a cage or killed, the whole family will be in trouble. The fact that they are a legendary and sacred bird is mentioned in the example of choosing church roofs in winter. The mountain bird is one of the most common characters in the poems of English poets such as Robins George Smith, Alexander Pop, Don John. Around 1500, William Wager, in his famous drama *The Long Thou Live the More Fool Thou Art*, describes how the Robins escaped the harsh winter and sought refuge in the church, and it was the church roofs that adopted them, thus emphasizing the divine power and character of these birds.

The depiction of red-breasted birds as a mythological image can also be seen in the works of William Shakespeare. For example, in *Cymbeline*, he named this bird Raddock. "Rad" means "red" in English. The poet also called the mountain bird "red neck" in his work.

The image of birds, as in English and many other peoples, is represented in Turkic mythology, including Uzbek mythology, as a mediator of communication with the divine world. The notion that a person's soul flies into a bird after death or in his/her sleep has been interpreted in a unique way in the folklore and rituals of the people. For example, Uzbek folk tales such as "Mayna", "Opa-uka", "Dev qiz", "Gunohsiz musicha", "Rustam" contain such interpretations. Even in Uzbek classical literature, the image of a bird plays an important role. In particular, in the epic "Lison ut-tayr" by Alisher Navoi, a great representative of Uzbek classical literature, the image of birds is skillfully used in symbolic terms. The image of birds in the work can be divided into the following groups:

- a) Legendary birds: Simurg, Ango, Humo, Qaqnus;
- b) Real birds: hudhud, nightingale, parrot, peacock, antelope, pigeon, kabki dari (sparrow), tazarv, hawk, shunkar, eagle, kuf, duck and chicken.

The epic also mentions a bird of the soul, a bird of the soul, and a bird of angels in a general symbolic sense. [5]

If the interpretation of the image of birds in English literature is compared with the interpretation of the image of birds in Uzbek literature, several similar features can be seen. For example, in English literature, the owl is often interpreted in connection with a fatal event. An explanatory

dictionary of the Uzbek language defines an owl as follows: “The herald, the cause (in a figurative sense) of negative and unpleasant events. Mirkarim Osim describes the owls in Otrar as follows: Once, when he (Temirtash) had achieved this happiness, a catastrophic owl began to flutter its wings over the land. Or owls are also described as birds of ignorance, superstition, heresy. [6]

As mentioned above, in William Shakespeare's famous Julius Caesar, the owl is represented in the image of the tree of death. Ibn Sina, in his story Tayr, describes human souls in the form of birds, that is, when a person dies, his soul turns into a bird. In Navoi's lyrics, the birds are represented as the bird of the soul, the bird of the heart, the bird of the angel, the bird of the ghost, the bird of guidance, the bird of vasl, the bird of hirad, the bird of wool. Of course, the genesis of the image of the soul bird goes back to the animistic notions of the ancients that the soul becomes a bird when a person dies. In this sense, in Alisher Navoi's "Garoyib us-sig'ar" and "Lison ut-tayr" the departure of the human soul is compared to the flight of a bird. [5]

In Uzbek literature, the myth of Simurg is widely used as one of the legendary birds. Its historical roots go back a long way. Simurg in the mythology of the Iranian-Sogdian peoples is described as a magical, omnipotent bird symbol and is equated with Ahuramazda. It has an eagle-like beak, large wings, giants and feathers are also depicted as a magical bird. This image is referred to by different names in the literature of different periods. In the Zoroastrian holy book Avesto it is mentioned in the form of “Varagn”, “Saena iringga”. In Uzbek folk tales, there are also variants of the image of Simurg, such as the State Bird, the Bird of Happiness, Bulbuligoyo. In fairy tales, Simurg sometimes comes in the form of a unique bird that attracts kings, a feather in the form of a half-kingdom, sometimes in the form of a patron and protector of the protagonist, and sometimes in the form of a wandering and beautiful bird. In Uzbek literature, the myth of Simurg is often expressed as a bird with a divine character. In Alisher Navoi's epic “Lison ut-tayr” the image of Simurg as the protagonist of the epic is expressed in the interpretation of Simurg - thirty birds, a symbolic image of Allah. [5]

In the English and Uzbek literature there is a variety of ornithomorphonyms - mythological birds. One such ornithomorphonym is Anqo. This legendary bird is depicted in the legends, fairy tales and epics of the peoples of the ancient East as a bird that sponsors the protagonist. There are different opinions about Anqo. For example, in Uzbek folklore there is a belief that happiness, fortune, the bird of the state, and whoever is overshadowed by it, will be happy. In legends and fairy tales, Anqo is compared to Simurg and Humo. In addition, the Anqo bird has unique, valuable, non-existent features such as a bird that lives in Kohi Qof. In oral speech, there are cases when the phrase “the seed of the soul” is used in reference to something rare.

Along with the Anqo bird, the Qaqnus is also interpreted as a legendary, rare bird. In the Dictionary of Navoi's works, he is described as: but the history of the origin of this myth goes back to ancient times. In Greek mythology, this bird was called the Phoenix. Its appearance is thought to be eagle-like and reddish-golden in color, fiery in color. It is included in the list of long-lived birds. In Uzbek literature, Alisher Navoi often referred to the image of Qaqnus (Samandar) in the epics “Lison ut-tayr” and “Farhod and Shirin”. This image is a mythical and sacred creature glorified in the Zoroastrian era. The poet Nasir Muhammad's pamphlet, “You have deprived Anqani,” describes Samandar as “sometimes a bird, sometimes an animal like a lizard,” and pays more attention to its non-flammability.



In Uzbek classical literature, Samandar is used symbolically as a symbol of longevity and love. For example, in the epic Farhod and Shirin, Farhod is given samandar oil by his teacher Suhaylo Hakim to return his fire in order to defeat the dragon, which is a symbol of lust, and it is observed that samandar oil is expressed in the image of love against lust.

In conclusion, it should be noted that the image of birds has its place in the examples of English and Uzbek literature, and they are important symbols. In Uzbek folklore and literature, they embodied the human spirit, its rapprochement and aspiration to theology, while in English oral and written literature it is expressed as the human soul after death.

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ANTITHESIS – CONTRADICTION OF MEANINGS

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ABSTRACT

This article discusses the poetic figure of the antithesis of syntactic stylistics. The main function of the antithesis is contrast. Stylistic contrasting use of speech units with a special syntactic

structure based on semantic contrast as a result, an antithesis event occurs. ” He explains his lyrical experiences by comparing them in E.Vakhidov's poem "Kochamen". In this passage, the lexemes "prosperity", "ruin" and "summer", "winter" are contrasted, and the artistic intention of the lyrical protagonist is revealed on the basis of the contradiction of specific meanings. “Such a means of expression is pleasing,” says Aristotle in his Rhetoric, “because contradictions are easy to understand if they stand side by side, and more so because it is convenient to prove, to compare contradictions to syllogisms.

KEYWORDS: Syntax Stylistics, Poetic Figure, Individual Style, Antithesis, Parallel Image, Contradictory Part, Basis Of Contradiction.

INTRODUCTION

Antithesis (Greek “contrast”) — to compare opposing concepts in thought, image, thing, person, character, or to describe the degree of contrast of the same thing-event.

The phenomenon of antithesis is one of the oldest stylistic figures and is widely used in the functional styles of modern Uzbek literary language. In particular, in Uzbek linguistics, general ideas about this phenomenon can be found in the work of Professor A. Mamajonov "Stylistics of compound speech." “Antithesis is a complex stylistic tool that serves a specific stylistic function in fiction. Opinions show that the antithesis, one of the oldest stylistic methods, is widely used in modern Uzbek literary speech styles. The main function of the antithesis is contrast. Stylistic contrasting use of speech units with a special syntactic structure based on semantic contrast as a result, an antithesis event occurs. ” In this play, the features of the use of compound sentences with the help of antithesis are given, and the antithesis is included in the syntactic figures.

In addition, G. Keldiyorova's dissertation "Antithesis in Uzbek literary speech (on the example of E. Vahidov's poetry)" is aimed at studying the peculiarities of this figure.

The famous French linguist Sh. The publication of Balli's French Stylistics and, for the first time, the idea of the fulfillment of a given function of language and speech units as a stylistic tool, raises the issue of stylistic figures, including the study of the phenomenon of antithesis as a syntactic-stylistic tool put. As a result, in some stylistic works, the phenomenon of antithesis is singled out as one of the syntactic-stylistic phenomena.

It is a comparison of two logically opposite poles (thought, perception, intuition, and image). In doing so, one rejects or denies the other. It uses antonyms, grammatical contradictions, and grammatical devices to express affirmation and denial, as well as other means of expressiveness.

In the antithesis, the essence of things in nature and society, the nature of people, is clarified on the basis of comparison, comparison, comparison.

Commenting on the antithesis, R. Kungurov said, “Antithesis is a form of poetic syntax, which is the comparison of logically contradictory concepts, ideas, images, objects and personalities to enhance expressiveness in speech, or the study of a single object or event to describe the opposite situation in terms of degree,” he writes. According to the scientist, "our reaction to sharply contradictory events is also important in understanding the meaning expressed by the antithesis. For example, antonyms such as hot-cold, high-low, great and low, brave and cowardly, generous and greedy, truth and falsehood, night and day, light and dark, each o '

zigzag reaction. When describing a certain event or phenomenon, they are compared by means of similar antonyms, and the poet expresses his attitude towards them, or by describing one event from different angles, the reader reacts to it positively or negatively. 'shoots'.¹

The method of antithesis in the language of fiction is also based on the creation of imagery by using words and phrases that have opposite meanings side by side in the narrative.

"Such a means of expression is pleasing," says Aristotle in his Rhetoric, "because contradictions are easy to understand if they stand side by side, and more so because it is convenient to prove, to compare contradictions to syllogisms. Approaching Balli said: "Antithesis is a clear example of the" aestheticization "and renewal of the natural direction of speech.

Contradictory words, affixes, phrases, and contradictory conjunctions are widely used to reveal the contradiction between events. In contrast, events and characters are contrasted, and the meaning of one of them is emphasized. There are two parts to the opposition: the opposition and the opposition. In most conjunctions, the opposition is parallel.

When we analyze a literary text from a linguistic point of view, the contradiction is required to determine what the writer's purpose is. The skill of the writer is even more evident in the material of the expression chosen for the conflicting realities. We will look at the antithesis of simple and compound sentences.

1. Antithesis in simple sentences:

In front of Yunusboy's tall house with a tin roof, Saat's hut looked strange.

(O. Hoshimov. "There is light, there is shadow". P. 33)

In this simple sentence, the units "a tall house with a tin roof" and "hut" are in conflict with each other, the first part is in the form of a complex compound, and the second part is in a simple form.

Girls in shiny shirts and black boys running down the street.

(O. Hoshimov, "There is light, there is shadow." P. 46)

In describing girls and boys, the writer cites negative or positive attitudes toward them, or the class distinction between children, i.e., rich and poor, rather than in simple sentences, but in exact contrast, which leads to an increase in emotionality in expression. ladi.

Well, my life is not eternal,

Well, live just one breath,

But equal me to the moon,

A house made of beams,

Of the people stretching towards the sun

A propeller over my head.

(E.Vakhidov. "Word of the little moon")

We can see that the word "eternal" in the first sentence contradicts the word "one breath" in the second simple sentence, that is, whether the poet lives more (eternal) or less (one breath), here It seems that the antithesis of the poet's thoughts increases the weight of the thoughts intended for the reader, adorns him with additional meanings.

1. Antithesis in compound sentences. The study of this figure in conjunctions is first seen in the work of Professor A. Mamajonov in Uzbek linguistics.

The phenomenon of antithesis can be revealed by all three types of compound sentences.

A neighborhood is a place where about a thousand people live together, who live as one family, whoever has joy, shares, and whoever has worries, the whole neighborhood is sympathetic.

(T. Malik, The Devil's Wall, p. 229)

In this example, the units of "joy" and "anxiety" are used as the material of expression of the antithesis, and these units are included in the following sentences.

Every street is beautiful, still me

I'd like a ruined street.

Dust in summer, in winter

I am a Bulgarian.

(E.Vakhidov. Poem "Street", page 120)

Many works of the poetic genre are written using the art of "tazod", especially in classical poetry. It is no exaggeration to say that this type of art has not been left out of the spotlight of modern poetry. He explains his lyrical experiences by comparing them in E.Vakhidov's poem "Kochamen". In this passage, the lexemes "prosperity", "ruin" and "summer", "winter" are contrasted, and the artistic intention of the lyrical protagonist is revealed on the basis of the contradiction of specific meanings. the lyrical protagonist manages to compare images between psyche and society, and this represents his individual style.

A woman is like a flower, if you despise her, if you oppress her unjustly, of course, a stranger will touch her.

(T. Malik. The Devil's Wall, p. 367)

In this example, the words "crush" and "caress" are also used to describe the content of the text as a word with a contradictory meaning in the context, because it is compared to a female flower. "Crush" - in the following sentence, "caress" - comes as part of the main sentence and serves as an active tool in the formation of a compound sentence.

Tell a story from Mazi,

Morning legend goh,

Sometimes the question comes to mind,

Sometimes the answer is months of fantasy.

(E.Vakhidov. "Imagination")

Contradictory units: "early", "early" and "question", "answer". The use of antonyms in each verse testifies to the mastery of the artist, and we can once again witness that the figure of the antithesis took a leading place in the work of E. Vahidov, even acknowledging the existence of a number of poems based on the antithesis. need to do. Finding and using words that have the right meaning and rhyme is a sign of creativity. There is both artistic and spiritual nourishment for the reader.

No,

Ape without a human ancestor,

A man scattered from an ant.

(E. Vahidov. "Ant")

In the poetic example above, the words "monkey" and "ant" are not in fact contradictory words. These are units chosen based on the poet's purpose and form an antonym in the context. In this poem, there is a contradiction of ideas and meanings, and the poet is referring to the diligence of man and likening it to an ant.

In Erkin Vahidov's poetry, there are many such unexpected images, delicate scenes that suddenly attract the reader's attention and can be perceived through deep observation. "The essence of many things and phenomena in nature and society, the nature of human beings, is clarified by comparing, comparing and contrasting them with each other. Therefore, this comparison is always in step with people in the process of thinking. The method of antithesis in the language of fiction is also based on the creation of imagery by using words and phrases that have opposite meanings side by side in the narrative. ".²

By describing an event, the creator gives it a negative or positive meaning. Therefore, it is incorrect to say that an antithesis arises only from antonyms, because in antithesis the resistance of meaning is more important than the resistance of form.

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PRACTICAL TECHNOLOGICAL SYSTEM FOR USE OF MARIAMONTESSORI TECHNIQUE IN DEVELOPMENT OF FINE MOTOR SKILLS OF CHILDREN IN ORGANIZATION OF PRESCHOOL EDUCATION

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ABSTRACT



This article highlights the practical technological system of using Maria Montessori's techniques for the mental development of preschool children, the development of fine motor skills. At the same time, classes are held in five development zones, that is, in conjunction with practical exercises, sensory, linguistic, mathematical zones and materials located in the cosmic or natural-scientific sphere of education. . The most important principle in Montessori style is to stimulate the child to self-education and self-development. For this, a ready-made environment has been created that will help the child, that is, specially prepared for children, development areas have been highlighted: practical life classes, sensory, linguistic, mathematical and cosmic spheres.

KEYWORDS: *Child, Intellectual Development, Independence In Educational Process, Development Of Fine Motor Skills, Pedagogy Of Maria Montessori, Preschool Education, Developing Spheres*

INTRODUCTION

Today, the central problem of preschool education is ensuring the child freedom, the formation of independent activities in the educational process, and the achievement of the education goals through the development of his personality. The teaching system of Maria Montessori is aimed at the independent self-development of the child. Recognizing that a child has the ability to develop independently, Montessori developed the child's "**self-development technology**" and the main task of the educational institution is to provide a favorable environment for the natural process of self-development, ie "food", to create an environment that helps and develops it. The most **important principle** in Montessori style is to stimulate the child to self-education and self-development. For this, a ready-made environment has been created that will help the child, that is, specially prepared for children, development areas have been highlighted: practical life classes, sensory, linguistic, mathematical and cosmic spheres. The main aspect of this method, a specific development plan, studying methods the world around the child attract human attention.

There is a great opportunity for a child to develop their talents in a Montessori environment. To do this, a ready-made environment has been created that will help the child build his knowledge about the world. At the same time, classes are held in development centers specially prepared for children, that is, in interaction with practical life exercises, sensory, linguistic, mathematical spheres, as well as materials located in the field of space or natural science education. The teaching system of Maria Montessori is based on a special approach to a preschool child. The child himself chooses his didactic material aimed at self-development, and develops the duration of lessons in his rhythm. [7]

Of course, the main aspect of this method, that is, the confidence of each child in his unity and uniqueness, a specific development plan, methods and timing of studying the world surrounding the child, attract human attention. Therefore, the Montessori Method allows a child to study the world at his own pace of development, to choose certain materials for work. [10] For the child to develop his talent there are great chances in Montessori group. To do this, a ready-made environment has been created that will help the child build his knowledge about the world. At

the same time, classes are held in five development zones, that is, in conjunction with practical exercises, sensory, linguistic, mathematical zones and materials located in the cosmic or natural-scientific sphere of education. Of course, not everyone has the opportunity to transfer their child to a preschool educational organization, so the Montessori style is convenient. Using this style, you can create a ready-made, developing atmosphere for the child and at home. The child spends most of his life in the family, so no pedagogical impact can overcome the influence of the family [5]

The meaning of the goals of raising a child according to the method of Maria Montessori:

- independence,
- self-confidence,
- respect for others,
- learn to order
- labor. [2]

Main part: The main task of Montessori training is to independently realize their unique abilities, create conditions for the realization of their nature. To understand this, Dr. Montessori designed a special environment - the Montessori class. Montessori invented children's furniture, which is used everywhere, including in playgrounds that were not there before, and no one thought about the need for children.[3]

Let's have a look at the Montessori class.

- ... Small chairs, armchairs, tables, small shelves are comfortable conditions for a child to work and equipment that children can move on their own.
- Materials for "**didactic material**" lessons, called "**Montreal**", are placed along the walls of the room, creating a comfortable environment for children to open and use the learning materials independently.[6]
- The materials are at the level of children's growth. The rooms are studio type, decorated with bright and soothing colors. Colors should not distract or excite children.
- There are many plants in the classroom that are at the child's growth level.
- The room is spacious and tidy, bright and filled with fresh air.
- There is access to water in the Montessori class. After the meal, the children can do the task of washing, serving and cleaning, in short, self-service. Toilets should be equipped at a height suitable for the child.
- In the Montessori class, the plants are always at a comfortable height so that the children can take care of them.
- Homework and "daily exercises" are included in the curriculum.
- In a Montessori class, children of different ages practice together, so they are taught to respect each other. If someone has taken a game or other material before, you can't get it, but you have to wait your turn. Older children show younger children how to perform this or that task.

- The game form of the lesson is still a lesson, so you have to act accordingly. You can't shout, you can't make noise. But walking around the room, running, is allowed if these movements do not interfere with the learning process of other children.
- There should be order in each zone: the child should lead all the materials and games he or she engages in.
- The child does all the work himself. He is never criticized, but not praiseworthy. If everything is done correctly, the teacher will only talk about the task being done.
- The mother takes care of the child under the age of three. She introduces him to new toys, things and skills. If you have bought a new toy for a child, explain to him what to do. The same goes for group activities for children after three years. The adult observer only observes and reviews the procedure, but does not force him or her to perform this or that task. [6]

Methodological components: Classes always begin with a musical greeting, first of all, children greet the teacher, and then greet each other. The basis for performing words in such songs is always the development of attention and the creation of a friendly environment. The music ends, and the children independently choose the area where they are engaged. In addition, the teacher no longer intervenes in the educational process, but only monitors it.[7]

The pedagogical system of Maria Montessori is essentially a natural way of life and is known for its perfection in the upbringing of children. The famous Russian educator Yu.I. Fausek met Maria Montessori's family during his trip to Italy in 1908 on the idea of Montessori, and his life changed radically. Not only did Fausek immediately adopt Montessori pedagogy, but he also developed methods for applying this pedagogical theory in practice. In 1914, Fausek attended a month-long International Montessori teacher training course in Rome. In 1915, he wrote his first book "A Month at the Maria Montessori Orphanage in Rome". In 1923, Fausek again traveled to Italy in hopes of meeting Maria Montessori, and during a meeting with Montessori in Rome, he presented Maria with his book "The Montessori Method in Russia". Despite constant opposition from the government, Fausek supported the Montessori pedagogical system and used it in Russia.[1]

Methodology: *The development areas in the Montessori education system:*

The main component of the Maria Montessori education system is the division of the whole room into developmental areas. By studying children's behaviors, Maria Montessori identified areas of development that result in the harmonious development of the child. The most important element is a special environment divided into separate zones. It should be noted that in a specially prepared environment, everything is a textbook. The environment has a clear logic of construction. Dividing the whole room into zones allows you to maintain the desired order, and the child can quickly find the necessary material. The regions are divided as follows: [11]

1. "Practical development area" –The area of exercise in daily life is the materials that the child learns to take care of himself and his belongings, i.e., the things that are necessary in daily life (washing hands, cleaning shoes, tying ties, ironing, washing dishes, wiping the floor, etc.), working with small details (i.e. buttoning). It helps to master the necessary skills of daily life. By taking care of the flowers, sweeping, cleaning, washing the tables and shelves, ironing, the children prepare their hands for writing, brain math (not to spill too much water, how much

water to pour on the flower, how much distance to press for other materials) the need for a tooth, etc.) all this indirectly prepares the child for something new, more intellectual for him. [5]

At the same time, children are also engaged in sensitive materials that allow them to develop all their senses.



2. “*Sensory Development Area*” – “Sensitive field of study” - designed to study the development and improvement of feelings, perception, quantity, size, shape, etc., the child chooses the characteristics of objects - shape, size, flat geometric shapes, primary colors and learn to distinguish the pitch of sounds, the weight of objects. The process of child development also takes place through the movement of the hands. According to one of the basic principles of Montessori pedagogy, the movement of the fingers is a tool for the development of the human intellect. Based on this principle, the child can learn the properties of different things, move his fingers and practice. In these processes, the child helps to develop visual acuity, concentration, willpower. [5]



3. “*Math Zone*”-Here the child learns numbers, number of objects, arithmetic, mathematical examples - addition, subtraction, multiplication, division, ordinal numbers, the composition of numbers, the order.[5]



4. *"Language zone"*-Learn to expand vocabulary, get acquainted with letters, phonetics, understand compound words and write them. The center provides didactic manuals for reading and writing. These can be cubes with letters, cards, phrases, with which you can make words. When playing the game with the help of these materials, children quickly memorize the alphabet; learn to read by adding syllables. [5]



5. *"Cosmic Field" - "Space Center"* - In this part of the room, children can get acquainted with the structure of the universe, weather events, features of fauna and flora. For this purpose, materials that introduce the world around them - minerals, pictures of animals, maps, and globes are especially collected. The importance of man allows them to master the basics of botany, zoology, anatomy, geography, physics, and astronomy. [5]



Additional areas: *"Creative development zone"* - Here children draw, develop their creative abilities.[5]



"Water zone"- In one corner of the room, children have access to water, where children can wash, pour water and collect water as they wish. After eating, children can wash the dishes

themselves, take care of themselves and do the cleaning. Toilets should be equipped at a height suitable for the child. The classroom should have a large number of plants that are at the level of the child's growth, and should always be located at a comfortable height so that children can take care of them. [5]



"Soft zone" - "Sandy center". Arranged in one part of the room. Here you can work with small details, pour it, sieve, and make a lot of interesting things. Sand relieves muscle tension and also helps children who do not have good motor skills. Sand games help to get rid of mental and emotional stress. [5]



"Circle(tambourine) zone" - perform breathing and finger exercises with the help of musical instruments. Participate in fairy tales with the help of music. [5]



In creating these spheres, Montessori saw work to develop the inner creative power of the child, the personality of the child. These materials help to facilitate understanding of the child's world.

Montessori materials primarily contribute to the mental development of the child. The purpose of Montessori's training, according to Montessori, is the "power development" which determines the general nature of the "didactic material" that children often occupy and, of course, is the center of the entire Montessori system. Montessori pedagogy is a method of raising children based on the ability to prove trust, freedom and independence.[10]

Results: We conducted an experiment according to Montessori method to determine the effectiveness of the Maria Montessori technique in the development of fine motor skills for preschool children. As an experimental and control group, we selected 26 pupils in each of the 2 large groups in preschool educational organizations. We tested it using a Montessori method of developing fine motor skills. As a result, we found that the results obtained from the two groups

were different. In the experimental group, children's fine motor skills were developed through exercises such as "Understanding through feeling", "Finding objects of the same type", "Separating the balls according to color", "Creative activity with sand", "Putting rice in a bowl", "Water exercise", "Magic bag". In the course of the experimental research, the development level of fine motor skills in preschool children using mathematical and statistical analysis of mastery indicators in the experimental and control groups to determine the results at the beginning and end of the experiment using samples of the Maria Montessori method.

At the beginning of the experiment

	Groups	Number of children in the group	Results of mastering		
			High	Medium	Low
1	Experimental group	26	6	13	7
2	Control group	26	7	11	8

At the end of the experiment

	Groups	Number of children in the group	Results of mastering		
			High	Medium	Low
1	Experimental group	26	11	12	3
2	Control group	26	8	10	8

It can be seen from the calculations that the performance of the experimental group was 1.07 times higher than that of the control group. It was found that the performance of the experimental group was higher than that of the control group.

DISCUSSIONS

Exercises based on Montessori methods, such as: "Understanding through feeling", "Finding objects of the same type", "Separating the balls according to color", "Creative activity with sand", "Putting rice in a bowl", "Water exercise", "Magic bag" gives effective results in the development of fine motor skills in children. First, good development of children's fine motor skills has a positive effect on their intellectual development. When the Maria Montessori method is used in preschool education, children develop fine motor skills, which affect their nervous system and improve the education quality. Second, according to the Montessori method, allowing each child to independently choose their type of activity leads to an increase in pedagogical effectiveness. Through this, the child learns to listen to his inner world, to understand what is currently interesting to him. Therefore, when using the Montessori method, each child must independently choose their type of activity. Third, when working with the Montessori method, it is necessary to reduce the support for the child, to help him only when the child wants. Because independence makes a child more confident in their abilities, teaches them to value their personal achievements.

CONCLUSION

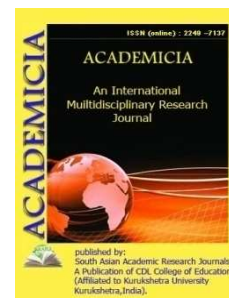
The development of fine motor skills ensures the mental development of the child. It is advisable to use the Maria Montessori method to develop children's fine motor skills, because the better the fine motor skills in children, the more active the brain.

In short, Maria Montessori style:

-each child chooses their own type of activity. The child learns to listen to his inner world, to understand what is interesting to him at the moment; children grow up and learn in a specially organized environment. Didactic material should be free for every child. There are rules that everyone has to follow; learning materials are designed for the child to find and correct mistakes independently; there are no good or bad kids. The child's achievements can only be compared to previous results; there is no restriction on the child's personality in the Montessori style. Montessori-style education does not imply prohibitions and penalties. In kindergarten or school, the child can listen to the teacher or move around the room during the lesson. The teacher has no right to comment on it because he has to understand for himself that it is not because of the badness of the children. The teacher can only observe what is happening; when a child does not have adults to tell him about his mistakes, his self-confidence and independence increase.

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**IMPACT OF THE COVID-19 PANDEMIC ON THE SOCIAL SECURITY
SYSTEM IN UZBEKISTAN**

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ABSTRACT

In the article is analyzed the population's social security system development stages in Uzbekistan over the years of independence and its priorities. Scientific proposals and practical

recommendations have been developed to improve the efficiency of the social security system for the long term.

KEYWORDS: *Social Protection, Socially Vulnerable Groups, Population, Poverty, Social Policy, Income Of The Population, Unemployment, Off-Budget Target Funds.*

INTRODUCTION

An important task is to create a comprehensive system of social protection in the world, including the solution of negative social problems arising in society as a result of market economy, reducing their impact, achieving sustainable socio-economic development based on the principles of social justice.

The priority of the social policy of the United Nations (UN), international economic organizations, nation-states is to identify the socially disadvantaged, to strengthen the targeting of their social protection.

According to the International Labor Organization (ILO), in 2017-2019, 29% of the world's population used social security services, 41.1% of women with children were mothers, 21.8% of the unemployed of working age were unemployed, and 27.8% of people with disabilities were able to work. were able to receive disability benefits.¹

The coronavirus pandemic affects a total of 2 billion people worldwide. led to unemployment in the informal sector (62 percent of the world's total employment, including 90 percent in low-income countries, 67 percent in middle-income countries, and 18 percent in developed countries).²

According to the World Bank, the Covid-19 pandemic crisis, which began in 2020, will affect the world economy by 5.2%, including GDP growth in developed countries by 7%, per capita income in developing and developing countries by 2.5%, and per capita income. As a result of the 3.6 percent decrease, 60 million people in the world. it is predicted that a person will fall into extreme poverty and millions of people will fall into poverty.³

In order to provide financial support to various social groups, including the socially vulnerable, in the context of the global "Coronavirus" crisis, research is being conducted to improve the economic mechanism of providing them with social services, and targeted anti-crisis government programs are being developed and implemented. being increased.

During the years of independence, Uzbekistan has developed a system of social protection based on the requirements of a market economy and is constantly improving it. In the context of the pandemic, the share of socially vulnerable families in total families increased from 8.0% to 21.0%.⁴ This situation makes it necessary to further improve the system of social protection and increase the effectiveness of poverty reduction programs in the country.

President of the Republic of Uzbekistan Sh.M. Mirziyoyev as noted by, "In our country, the poor make up about 12-15 percent In this regard, it is necessary to create a new methodology that covers the concept of poverty, its criteria and assessment methods on the basis of international standards."⁵ In the pre-pandemic period, the number of unemployed in our country amounted to 1 million. While it was close to 350,000, during the pandemic this figure was about 2 million.⁵ "... the pandemic could seriously affect the incomes of about 450,000 families."⁶ Improving the

targeting of the social security system is a socio-economic problem of scientific and practical significance, the provision of social services to the population, the systematization of social reforms in the fight against poverty and increasing the level of social protection.

Setting a scientific problem

In the scientific works of A.V. Vakhabov, T.M. Akhmedov, Q.X. Abdurakhmonov, X.P. Abulqosimov, N.M. Majidov, B.X. Umurzoqov, R.R. Khasanov, M.K. Abdullaeva, R.F. Djumanova, N.Q. Zokirova, M.A. Khakimova, B.Sh. Khusanov⁷ and other uzbek economists studied the methodology of identifying socially vulnerable groups in the context of economic liberalization, directions for assessing living standards and quality of life in the country, the possibility of creative use of advanced foreign experience in social protection. At the same time, the theoretical and practical issues related to the priorities of social protection have not been analyzed in a comprehensive, systematic, special research object.

The main results

In the first years of independence, the macroeconomic situation in the system of administrative management in Uzbekistan deteriorated, leading to social problems and aggravation of socio-economic disparities. This situation has led our government to set socio-economic tasks in the process of reforms aimed at the transition to a market economy, such as ensuring social stability, strong social policy, social protection of the needy.

During the period of independence, the targeting of the existing social security system in Uzbekistan has increased. This situation has allowed the effective use of budget funds in the financing of measures for social protection. In particular, 1991-1999 was a period of formation of the system of social protection of the population and the legal and institutional framework of social protection inherent in the market economy.

In 2000-2009, a specific mechanism of targeted social protection was created by increasing the role of citizens' self-government bodies in social protection. 2010-2015 was a period of increasing the targeting of social protection and improving the regulatory framework for the targeted use of budget funds.

Legal and institutional reforms in the field of social protection implemented in the country since 2016 are aimed at ensuring a decent standard of living and quality of life, sustainable improvement of their welfare and expanding the quality and scope of social services.

In recent years, 9.7% of GDP in Uzbekistan has been directed to the social security system. In particular, 72.0% of these funds or 6.9% of GDP will be spent on financing pension services. 23.0% of the population is provided with pensions and social benefits, 63.0% of families with children under 2 years of age receive childcare benefits, 88.0% of families with many children do not receive benefits under 14 years of age. Despite the targeted orientation of the social security system in Uzbekistan, only 48.0% of needy families are covered by social protection programs.⁸

According to the international poverty line, it is recommended to apply the low-income level for low-income countries at \$ 3.2 per day, and for middle-income countries at \$ 5.5 per day. Based on this approach, the level of poverty in the country was 36.6% when taking the limit of \$ 5.5 and 9.6% when taking the limit of \$ 3.2. According to the World Bank, high levels of poverty are

observed in Samarkand, Surkhandarya, Syrdarya, Andijan regions and the Republic of Karakalpakstan.⁹

According to the survey, 7,192,000 households are registered in Uzbekistan, of which more than 300,000 are in need of social assistance.¹⁰ The low-income family consists of an average of 7 people, the average age of the head of the family is over 50 years and he has no higher education. In particular, 11 percent of the heads of low-income families are unemployed, 93 percent have no higher education, and only 24 percent have secondary special education. 43% of able-bodied members of low-income families do not have a permanent job, 93% are not connected to the central heating system, 96% are not connected to the central sewerage system and 66% are not connected to the central water supply.¹¹

In accordance with the Decree of the President of the Republic of Uzbekistan dated May 18, 2020 No PF-5996 "On the next measures to support the population and businesses during the coronavirus pandemic" benefits for families with children under 14 the number of beneficiaries has been increased by an additional 10 percent since June 1, 2020, and 220 billion UZShas been earmarked to fund these programs. soums were allocated.

The shortcomings of the social security system in our country are as follows:¹²

- Low level of coverage of protective tendencies (including children);
- Low amount of benefits;
- Most low-income families do not receive benefits;
- The complexity of the process of awarding benefits;
- Lack of funding.

A number of factors affect the effectiveness of the social security system in Uzbekistan, and by addressing them, it will be possible to fully cover the population in our country with social protection programs by 2030:

- in 2010, child care benefits for low-income families were reduced from 3 to 2 years in the name of strengthening the targeting of the social security system;
- The allowance for minors to large families has been reduced from 16 to 14 years;
- Poor provision of targeted social assistance to the poor (52% of low-income families are not covered by social protection programs);
- The complexity and inefficiency of determining the level of income due to the high level of informal employment in the country (in 2019, the number of people employed in the informal sector, excluding migrant workers was 5,368.3 thousand¹³). It also creates difficulties in identifying the socially vulnerable population as a result of short-term fluctuations in family income;
- Recipients of child benefits may be deprived of the right to receive child benefits if they go to work in the labor market. The result is a decline in the family's desire to expand their sources of income.

As market relations develop in the country, the state will gradually transfer its obligations in the field of social protection to extra-budgetary targeted social funds and charitable foundations.

This creates a basis for increasing the coverage of social protection of the population and its targeting. The effectiveness of extra-budgetary trust and charitable foundations is reflected in the fact that at least 85% of their expenditures are directed to their functional purpose.¹⁴

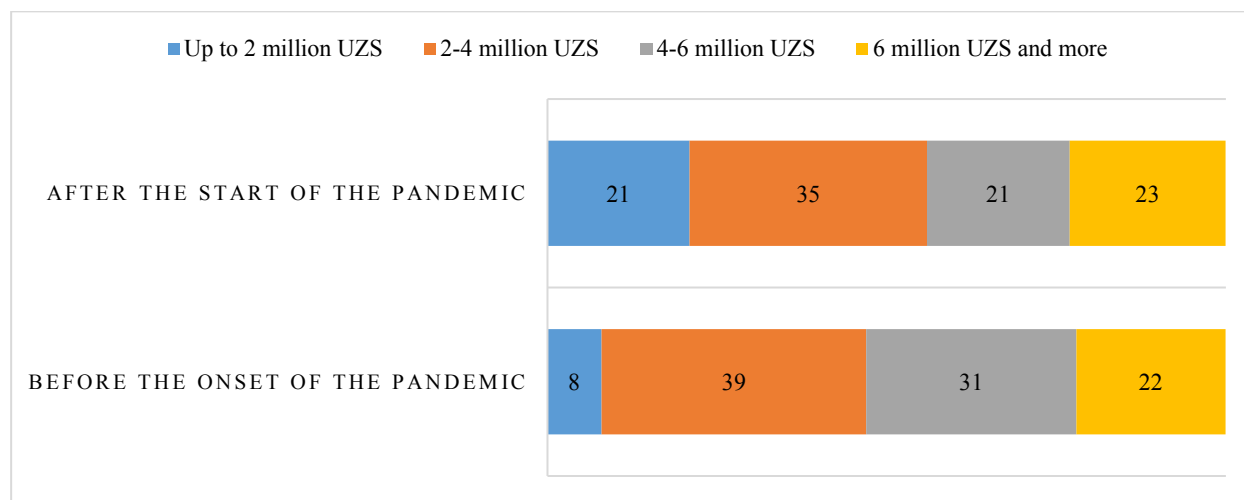


Figure 1. Information on average monthly income of households (in percent)¹⁵

The Covid-19 pandemic, which began in 2020, has seriously affected the incomes of about 450,000 families in the country. In particular, the number of families who lost their breadwinners was 155,000, the number of low-income families with more than 5 children was 81,000, and the number of elderly people living alone was 16,000.¹⁶ This indicates that the majority of middle-income families in our country live below the poverty line. The fact that the share of poor households in the country has increased from 8% to 21% in 6 months due to the coronavirus pandemic, which began in 2020, is proof of the above. According to the results of the Household Expenditure and Income Survey conducted by the Central Bank of the Republic of Uzbekistan in 2020 to collect statistics on household income and consumption expenditures, 56% of households lost income and 15% lost all income due to the pandemic. Identified (see Figure 1).¹⁷

The survey was conducted by the Central Bank of the Republic of Uzbekistan using the method of selective observation, which covered a total of 6,987 respondents. The results of the survey showed that while 15 percent of families were left without income due to the pandemic, 56 percent reduced their household incomes. At the same time, it was found that while 48% of families had reduced their savings, 28% of families were left without a fund (see Figure 2). According to official data, when assessing the level of poverty in the country on the basis of basic consumption expenditures, it was found that due to the pandemic, this figure increased by 1.5 times. This situation highlights the need to further strengthen the income base of families by increasing the effectiveness of active social protection programs.

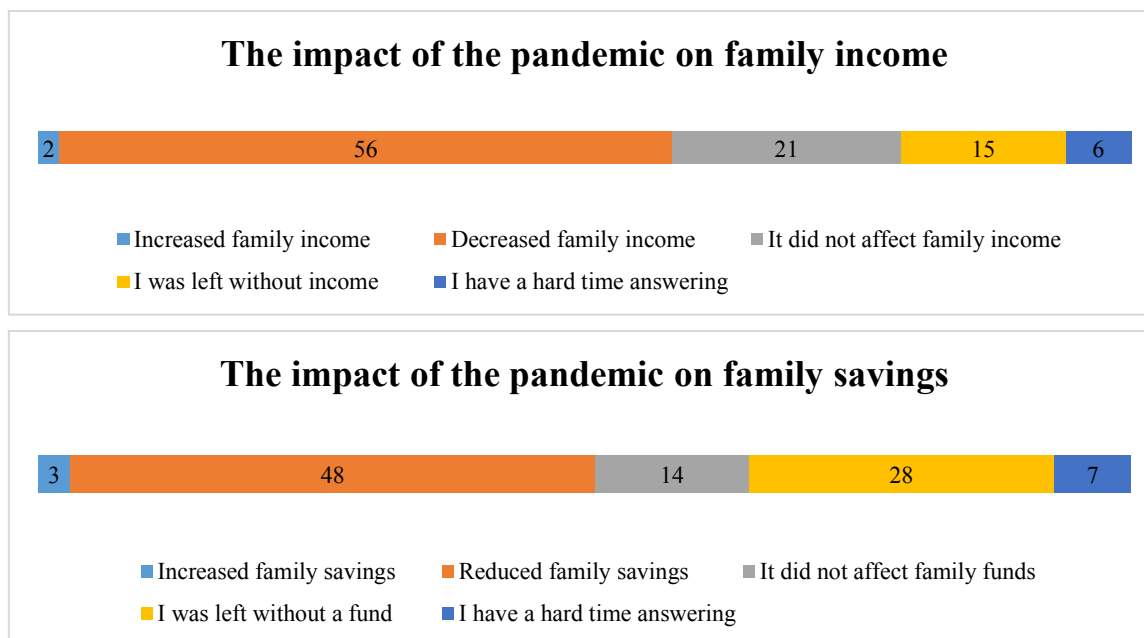


Figure 2. Impact of pandemic on family income and savings (in percent)¹⁸

One of the factors influencing the emergence of poverty and its development is the inability of this family to manage its financial resources and not to form funds for various contingencies. Analyzes show that today, 37.4 percent of families do not have the funds to live for a certain period of time when their sources of income are interrupted or they stop working. 23.6% of families were found to have sufficient savings for up to 1 month and 21.7% of families for 1-3 months (see Figure 3).

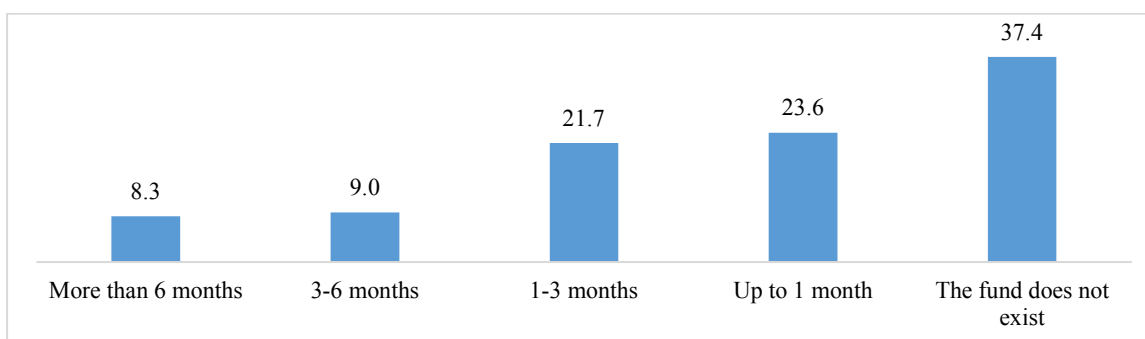


Figure 3. When the source of income of families ceases, the sufficient period of savings formed for average living¹⁹

In our opinion, it is expedient to take the following measures to increase the targeting of the social security system in Uzbekistan:

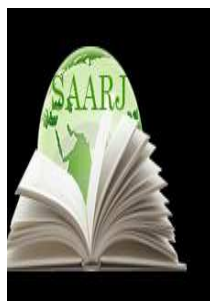
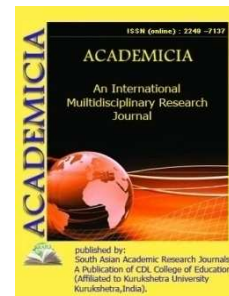
- improving the quality of social services provided to the population, including education, health care, in order to ensure the effectiveness of active social protection programs implemented in Uzbekistan;

- development of the boundaries of social needs of the population and the introduction of social standards of subsistence in practice, taking into account the socio-economic characteristics of the country, based on the practice of developed countries in the field of social protection;
- development of employment programs aimed at strengthening the income base of the poor, and at the same time should be considered as a stimulus for family business. Expansion of microfinance institutions that provide soft loans to low-income families in need of social protection for the development of family businesses;
- expanding the involvement of extra-budgetary sources, including charities and sponsors, to finance social protection measures, as in a pandemic. This will lead to a significant increase in the amount of social benefits and payments, as well as increase the level of coverage of low-income families with social protection;
- Introduction of targeted and targeted subsidies from the state budget in the process of payment of housing and communal payments to low-income families.

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HISTORY, CONCEPT AND ORIGIN OF ARCHITECTURAL ART

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ABSTRACT

From a scientific point of view, art is the process by which a person assimilates a real being and expresses it in the form of an artistic image. A work of art is a concrete work of art based on the historical and cultural experience of mankind.

Keywords: *Definition Of Art, Concept. Art and Its Origin, Purpose, Means And Functions Of Expression. Types And Genres. Areas And Types Of Architecture.*

INTRODUCTION

Architecture is a Greek word - the art of building a "chief builder", and it should determine whether the complexes meet the requirements of society not only in practical terms, but also in artistic and ideological terms.

The emergence of art has led insorming to deepen their knowledge of objective reality and to enjoy the experiences of their ancestors.

The separation of art as an independent field from human activity dates back to the 15th century, the Renaissance in Europe. Art is the artistic expression of reality on the basis of aesthetic requirements or the laws of beauty. focused activity.

From the twentieth century, with the rapid development of science, man's attitude to art has also changed. Now, in addition to the above explanations, the concept of "art" has also emerged as a form of understanding of being. The possibilities of art in understanding the real being, in thinking, are not inferior to the scientific understanding. While science is based on solid and unambiguous concepts in understanding the world, art represents being in artistic images. In the past, high skill and talent in all areas of human activity was also understood as "art". The phrase "I admire your art" is still used today to refer to an accomplished work.



From a scientific point of view, art is the process by which a person assimilates a real being and expresses it in the form of an artistic image. A work of art is a concrete work of art based on the historical and cultural experience of mankind. The artistic image is defined not only by the transfer of the appearance of the being to the work, but also by the artist's creative approach to the being.

Arts. The arts are very broad and can be divided into spatial and temporal arts. Spatial or three-dimensional art forms include color painting, graphics, sculpture, applied arts, and architecture with dimensions (height, width, volume). Types that develop over time include music, theater, film, literature, and so on. Depending on the nature of the field, in this course we will study the types, genres and history of fine arts and applied arts that are close to the art of architecture.

♦ 1. The field of residential buildings and administrative and cultural facilities is divided into low-rise (4-5 floors) and multi-storey (above 5 floors!), Depending on where and how the residential buildings are built. These buildings should be designed primarily for local climatic conditions, national traditions, and the number of family members.

The field of public and administrative buildings is the largest in the world today, encompassing many and varied types. These species differ from each other on the basis of the service and function they perform, the nature and individuality.

♦ 2. Architecture of industrial enterprises and waterworks The sphere of industrial enterprises and waterworks was formed mainly in the XIX century on the basis of the development of plants and factories and the technical development of agriculture. The function of the link is crucial in the architecture of these buildings. These include plants, factories, farm buildings (warehouses), agricultural buildings (greenhouses, farms), waterworks (power plants), etc. enters.

♦ 3. Landscape Architecture or Hog-Park Art Landscape architecture or garden-park art is the construction of city alleys, fountains, bridges and sidewalks with small architectural structures. This is reflected in the architecture of the recreation area.

♦ 4. Urban planning Urban planning is a large and separate branch of architecture. Housing, neighborhood (neighborhood), small district (neighborhood), (neighborhood), squares and gardens, streets and alleys, industrial and social buildings and transport highways, the city to be developed in the future, taking into account various communications project is created. Under this project, cities will be built or rebuilt.



The primitive community system is one of the earliest and longest-running stages in human history. This is a step that all people and nations are going through.

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THE EFFECT OF SCRAPING AND SURFACE CLEANING ON THE SCRAPING OF SCRAPING TO BE DRESSING IN THE CUTTING OF POLYMER MATERIALS

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ABSTRACT

This article refers to the cutting processing and cutting processing of resin materials and the dressing of the shavings. When cutting, the cutting modes are how they are, and the cutting modes are prepared in the direction of the effect on the surface cleanliness.

KEYWORDS: *Polymer, Shavings, Cedar-This Is, Sharpener, Metal, Stekloplast, Organic Glass.*

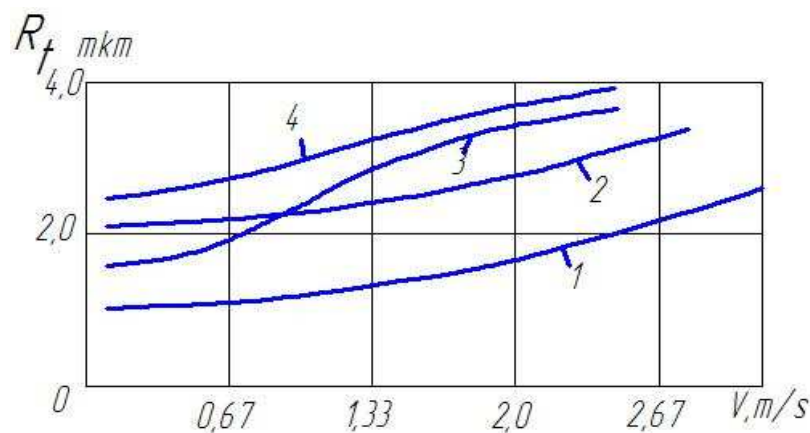
INTRODUCTION

It is obtained by molding plastic products, molding (molding under pressure, pressing and head) methods. However, many types of high precision details that are produced on strict demand can be achieved by cutting back on polymer materials. Processing methods depend on the equipment and equipment used. Most often, for metal and woodworking, a cutting tool, a bench, is used. With this, the variety of types of effective processing of cutting plastic, the specific characteristics of the desired processing of plastic, the lack of imagination is determined. For example, the surface of the plastic treated with cutting is often scratched, with cracks and streaks, covered with traces of the cutting tool. As a result of the cutting, burns are observed on the surface of the reagoplasts from the dressing of the overcoat and the folds from melting on the surface of the thermo lasts, as a result of which there is a need to perform additional finishing work on the details. It is also possible to observe the scraping(fracture)of the tool cutting the

edge of the material and its ingestion, except for the crossbar. The reason for these difficulties is the lack of good knowledge and inadequacy of rheological (tension, viscosity, elasticity) and thermal properties (specific heat capacity, heat transfer, heat dissipation coefficient) of plastics.

The speed of cutting does not seriously affect the ductility of the treated surface. The height of the unevenness varies within a class boundary or subtracts an insignificant amount from the same class boundary. The speed limit for a material is set, according to which the processed surface is ideal-the hardness is the highest and the lowest. It is characterized by the character of being a hararet factor and the dressing of the shavings associated with it. 1.3 and 1.4 in the drawings, the surface is the idea-the dependence on the speed of cutting is given in the graphs.

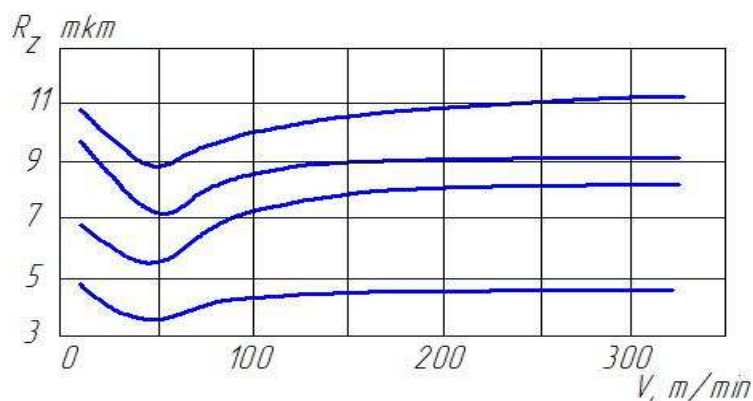
1-as can be seen from the graph, with the increase in the cutting speed in all types of work, the surface is uneven-this will increase, but this increase will be much lower than the increase in the cutting speed



1. drawing.

The uniqueness of the plastic surface of the glass-the linkage to the cutting speed: 1-or sharpening; 2-cross-milling; 3-drilling; 4-longitudinal milling.

2-as seen in the drawing, the dependence of surface cleaning on the cutting speed for the plastics under study is given in the images of reeds with a clearly expressed minimum.



2. drawing.

The processed surface is ideal-the dependence of the hardness on the cutting speed: 1-Organic Glass; 2-voloknit K-21-22; 3-voloknit K-18-2; 4-tekistalite (plastic).

When the cutting speed is increased in plastics or cutting, the surface is uneven-the rudeness initially decreases, reaches a minimum and gradually increases. The optimal amount of cutting speed is 40-45 m/min. will be in range.

The magnitude of the processed surface depends on the geometric parameters of the cutting tool. The manifestation of the optimal modes of processing of raw materials or raw materials on the Xar-type polymer was seen in the sorting of geometric parameters of the cutting tool.

The minimum thickness of the surface of the plastic details is-the front angle of uniformity is from -5° to $+20^{\circ}$ dressing when applied with cutters. When the front angle of the cutters is more than 20° , there is a displacement, fracture on the surface of the plastic detail. This leads to the dressing of the grooves on the treated surface and an increase in the uniformity of the surface, the application of front-angled cutters above -5° leads to a fracture of the top of the current and an increase in the uniformity of the surface.

The optimal amount of the rear corners of the cutters used in the laying of plastics lies in the range from 15° to 25° . If the back corner is enlarged, the friction of the back surface of the cutter to the surface being processed is reduced. As a result, the surface roughness decreases. However, the heat dissipation property of the cutting wedge and its uniformity in chisels above the rear angle 30° decreases.

The head angle in the plan from 30° to 60° is a high-class ideal-it allows you to reach the bodirity. The reduction of the angle in the plan (less than 30°) increases the compression of the incomplete product, which can lead to a violation of the appearance of the form, vibration dressing. When the auxiliary angle in the plan is grown from 10° to 25° , it leads to an increase in the height of the unevenness in 1,2÷1,7 times. The surface of the upper class cleaning is rough-in order to obtain its uniformity, it is necessary to work with $F=1\div2$ mm fascia cutters in thin (thin, elegant) cutting of plastic.

According to a number of authors, the presence of dressing shavings significantly determines the process of cutting the scan and its results. The cutting power, energy consumption and the amount of heat dissociated, the accuracy and quality of processing depends on the working conditions of the tool and the workbench, on the process of dressing the shavings.

The mechanism of dressing shavings is formed by the legislation of deformation and decay. The combination of tension and adhesion in itself is a characteristic feature of polymers. Polymers are like a solid, tense body in one case, in another case they are like a viscous liquid, but the viscosity and the liquid are mutually complementary. Polymeric bodies can not be pure viscous, pure viscous, and their feats are not subject to the law of Guk, nor to the law of Newton's viscosity. A material can be brittle or supple depending on the character of the tension condition and the deformation speed during the cutting, this indicates the dressing shavings.

1. classification of types of crumbs, which can be dressed when cutting plastics in the table

Chippings	Factors of the appearance of shavings.
Continuous feed	Accelerated shearing deformation.
Continuous decay	Non-stop slip on impact of tension and shrinkage
Simple shavings	Plastic shredding at the impact of tension.

Ring-ring decays	Plastic shredding under the influence of simple grinding.
Complex decays	Plastic wear under the influence of silage tension or stretching tension
With cracks	Tense decay, brittle decay.

Dressing of a continuous strip edge is usually observed when cutting materials of low speed, characterized by high shear strength and extreme wear, similar to rubber. The deformation of the shavings is mainly elastic, and its thickness is approximately equal to the depth of cutting. This type of scraping differs from the Strip scraping, which occurs when cutting metal, because it is not from the plastic deformation of the metal, but as a result of intensive elastic deformation dressing.

When dressing shavings, the vibration of the cutting force, and the surface is rough-the hardness is not so great, and the accuracy of the details is high.

Continuous shredding occurs when the grinding voltage of the shavings is less than the material strength. The Siljish plane (decays) is produced by a shredder movement directed along this plane of scraping, directed upwards from the peak of the cutting tool. Dressing continuous filing is the result of a small interval between the elements of the wiper. Simple cut-off shavings are made of dressing with the motion of breaking down along the siljishin plane, however the intervals between the elements of the push are much tougher and therefore they are cut-off dressing.

Complex cut-the cut is formed as a result of complex tension.in the bunda, a strong clamping voltage is added with a wiper voltage, the cutting is performed with a blunt-angled sharpener.

Slit-cut shavings are made of fragile reagent materials and several thermoplastics with a front angled tool on the outside of the frame and with extreme deep cutting. The protruding slit is directed downward at an angle. Dressing cut shavings is when the slit grows under the influence of a mammoth that bends up to a certain length. This type of filing dressing is subjected to brittle breakers. The crumb is obtained in elastic decay, so on the surface of the crumb there are small incisors.

CONCLUSION

As is known, the process of dressing bandaged shavings is much more useful than energy saving. In this case, the degradation of the material occurs only along the cutting line, and the remaining material is separated from the finished product by its plastic deformation.

It should be noted that from the point of view of the rational organization of the cutting process in the processing of polymer materials, the bandaged shavings are quite acceptable, since it is a dynamic stagnant indicator of the technological system that ensures that the treated surface is of high quality.

The quality of the surface treated when dressing continuous shredding crumb is very good, therefore the material for dressing continuous shredding crumb shredding is considered to be the best processed material. This scraper is suitable for a ribbon scraper, which is obtained when cutting metals.

The idea of the surface on which the decay is processed by obtaining a simple continuous edge is this acquires the highest accuracy, while the accuracy of the dimensions of the details is lower.

When dressing a fractured scraper, many crevices appear on the treated surface, while the crevice is high, and the machining accuracy is low.

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THE EFFECTIVENESS OF USING STORIES IN DEVELOPING YOUNG LEARNERS' COGNITIVE SKILLS

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ABSTRACT

Stories are fundamental when teaching young learners and the use of stories in the English classroom offers an effective way of introducing new language in a meaningful and memorable context. Moreover, they develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. So, this article deals with the importance of using stories in enhancing young learner's language skills, as well as cognitive skills.

KEYWORDS: *Storytelling, Young Learners, Language Acquisition, Cognitive Development, Language Skills, Communicative Activities.*

INTRODUCTION

Teaching English to young learners is rapidly growing in Uzbekistan and pupils are being taught in learner-centered classes, using different effective innovative ways of teaching English, such as playing English games, watching English cartoons or interesting TV programs, telling stories, in order to encourage them to use English in real communication and to promote their both cognitive development and language acquisition. The main goal of teaching young learners has become to improve young learners' communicative skills, competency and culture using different effective ways of teaching English and the goal of English teachers at primary classes have become to have their language learners to speak proficiently and independently in various situations. As we know, cognitive development refers to the way in which a child learns, solves problems, acquires knowledge about the surrounding environment and increases the ability to interact with it. Children acquire different cognitive skills as they meet certain developmental milestones. As a teacher, we can help young learners improve their cognitive development in

memory, concentration, attention, perception, imagination and creativity with educational toys, games, and, of course, with the help of stories.

The primary school group means young learners from five to ten years old. During this short period children develop very much. It is a very individual process, but certain characteristics can be traced and generalized. Of course, the nature of foreign language learning is influenced by what they can or cannot do in their first language. As young children are very imaginative, full of enthusiasm and energy, and learn more if they are enjoying what they are doing, for them different educational games, as well as listening and acting different stories and tales are considered to be a very effective way of learning a foreign language.

We know that everybody loves a good story, especially children. They are already familiar with the stories in the mother tongue, and the use of stories in the English classroom offers an effective way of introducing new language in a meaningful and memorable context.

Stories-whether they are fairy tales, folktales, legends, fables, are based on real-life incidents experienced by younger learners themselves - can help learners appreciate and respect the culture and the values of various groups. Using stories in the classroom is fun, as they create a motivating and challenging atmosphere in the classroom and help children to develop and enhance a positive attitude towards English. Stories are also a powerful tool for children's holistic development, as they foster language learning and support emotional, social and intellectual development.

Researchers generally believe that storytelling plays an important role in the development of language skills in L2, as well as cognitive, creative and critical thinking skills by promoting social interactions and mutual collaboration in the L2 classroom. Now many linguistics and ESL teachers agree on that younger learners learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, younger learners will have the opportunity of communicating with each other in the target language and teachers should create a classroom environment where younger learners have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when learners collaborate in groups to achieve a goal or to complete a task. With the help of teacher and different visuals younger learners can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps learners express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Methodologists, Slattery & Willis analysed the role of stories in teaching young learners and showed the importance of stories in improving young learners' language acquisition and cognitive skills, as they say: *"Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading, and writing"*. In addition, Cameron states that stories use a holistic approach to language teaching and learning as *"stories offer a whole imaginary world, created by language that children can enter and enjoy, learning language as they go"*.

So, stories are unquestionably a significant tool in the learning process. They are not only a rich resource in language learning and teaching, but also they offer a wider window on the world, and through them children learn much more than words. Telling stories can reduce the stress in the classroom, promote literacy, speaking and listening skills, help children to develop thinking strategies and promoting their cognitive and emotional development. Through stories, we see how very different people share the same life experiences and how human nature can transcend culture, as well as telling stories increase children's exposure to English and help them build their own vocabulary, involving them directly in their learning process. Moreover, it is an easy way to attract young learners' attention to learning, as they are interested in acting out.

Methodologists have defined the following reasons to use stories in teaching:

- Children enjoy and are always eager to listen to stories; they also know how stories work;
- Stories are a rich and versatile resource and children are intrinsically motivated to them;
- They are fun, motivating and can be used in a number of different ways to develop different skills and topics, this way stories also contribute to developing positive attitudes towards language learning;
- They involve children in their learning process;
- They provide endless resources of language in context;
- They are a great way of introducing, practising, revising vocabulary and structures and improving pronunciation and listening skills. They introduce new illustrated vocabulary and are a springboard to different activities and even to other curriculum areas, involving different learning styles;
- They improve pronunciation and listening skills. Children become aware of the rhythm, intonation and pronunciation of language;
- They provide repetition of key words and phrases, stimulating children's participation;
- They provide opportunities for integrating the four basic language skills;
- They add variety and creativity to lessons;
- They foster positive interpersonal attitudes and develop intercultural awareness as they are also a source for cultural content;

In conclusion, we can state that implementation of stories in teaching young learners provides a possibility to communicate in real-life situations, discussing the report and presenting it, as well as, it plays beneficial role in improving young learners' not only language skills, but also cognitive development skills.

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POLITICAL INDEPENDENCE AND THE CREATION OF ITS LEGAL BASIS

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ABSTRACT

This article describes the political, legal, economic and spiritual bases of national revival and development of the Republic of Uzbekistan on the path of independent democratic development, its peculiarities, periods, conditions and factors of its transition from national revival to national ascent.

KEYWORDS: *State Sovereignty, Power, Political Independence, Ideological And Economic Needs, Spiritual Threat, Social Stability*

INTRODUCTION

The history of the peoples of the world shows that the achievement of national independence begins with the acquisition of state power. Because without political independence, state independence cannot be achieved. Political independence is at the same time the core of both economic independence and cultural and spiritual independence.

The processes of globalization taking place in the world today also affect the democratic development of independent Uzbekistan. On the one hand, this requires an objective study of the impact of global change on the spheres of human and social life as an objective process. Second, in the era of globalization, the issues of geopolitics based on the unilateral interests of states in the international arena, covert policies and spiritual threats to meet ideological and economic needs are also poorly studied and in need of analysis.

METHODS RESULTS AND DISCUSSION

The essence and essence of political independence, ie sovereignty, are as follows:

- the primary, defining factor of political independence, historically recognized and practiced in the world, is the possession of state power, state institutions;

- Political independence is the right of every people and nation to self-government, self-determination;
- Political independence means that the state border and territory are inviolable and indivisible, and that the borders and territory can never be changed without the consent of its people;
- one of the most important, basic features of the political independence of any state is the fact that it has its own Constitution, citizenship, language, national currency, national flag, coat of arms and national anthem;
- political independence also means that each state independently carries out all and any work in the field of domestic and foreign policy.

In the context of modern globalization, various intellectual approaches and assessments of changes in the nature of national state sovereignty have been formed, and their study and understanding not only in the political or legal sciences, but also from a socio-philosophical point of view is of great scientific and methodological importance. Especially considering that our country belongs to the Eastern civilization, the principle of "chief reform of the state" is important in the period of development of a market economy and democratic society, the need to strengthen the sovereignty of national statehood, to protect it from various threats. After all, a nation-state is a condition for the existence, cohesion and development of any nation.

The collapse of the nation-state, its main symbol, sovereignty, in turn, can lead to the disappearance of the nation. In Hegel's words, history begins with statehood. "People have no history without state-building." It is known that the idea of state sovereignty was first substantiated in the 16th century by the French philosopher Jean Bodin [2]. J. Bodin was referring to the supreme authority of the state. In his view, sovereignty is the absolute and permanent authority of the state. This is reflected both within the country and in relations with other countries. Only God and the laws of nature can be higher than the sovereign authority. State sovereignty is required to pursue an independent domestic and foreign policy, ensure the inviolability of its territory, enact laws, resolve issues of war and peace, exercise the judiciary, appoint officials, and have an independent currency. Although J. Bodin's many views have been put forward on the question of sovereignty since the sixteenth century in which Bodin lived, his teachings are still theoretically and practically relevant today. In particular, sovereignty belongs to the state and is an integral part of the supreme power in the country. Second, the unrestricted sovereignty, i.e., independence from any other authority. Third, the indivisibility of sovereignty. J. Bodin's idea of "monarch sovereignty" in later periods Hobbes's "Sovereignty of the State Institute," J.W. Russo's theory of "people's sovereignty", I. Kant's theory of the sovereignty of states as a means of "eternal peace", G. Hegel's views on "sovereignty of law" were developed and enriched in content. As for the modern interpretation of the concept of "sovereignty", in most scientific dictionaries it is derived from the French word "souverainite" (supreme power) and means "complete independence of the state in domestic and foreign policy" [3]. Each independent state declares its sovereignty and Article 1 of the Constitution of the Republic of Uzbekistan also begins with the words "Uzbekistan - a sovereign democratic republic" [4].

The sovereignty of states is also recognized by the United Nations as the basis of international relations. In particular, Article 2 of the UN Charter states that "the Organization shall be based on the principle of the sovereign equality of all its members." [5] The Declaration of Principles

of International Law of 1970 also established the following provisions as components of sovereign equality for all members of the United Nations: "First, all states are legally equal; second, each state enjoys the rights inherent in full sovereignty; third, each state must respect the legal capacity of other states; fourth, the territorial integrity and political independence of the state are inviolable; fifth, each state has the right to choose and develop its political, social, economic and cultural systems on a free basis; Sixth, each state must fulfill its international obligations in full and in good faith." [6]

In the scientific literature, the concept of sovereignty is seen as the sovereignty of the state and the people. The notion of state sovereignty expresses the inalienable legal quality inherent in an independent state, i.e., their political and legal freedom, their subordination to no one in interstate relations, and their supreme authority. The principle of sovereignty of states is the basis of modern international law. Sovereignty of the people means the supremacy of the will of the people in the country. This principle is enshrined in Article 2 of the Constitution of the Republic of Uzbekistan: "The state expresses the will of the people and serves its interests. State bodies and officials are accountable to society and citizens," Article 7 stipulates, "the people are the sole source of state power." Although the sovereignty of the people is different from the sovereignty of the state, it is not opposed to it. This is because the first refers to the issue of the source of supreme power in the state, while the second refers to the supreme power of the state itself. Today, the doctrine of people's sovereignty is recognized by the international community, including Article 21 of the Universal Declaration of Human Rights. According to him, the will of the people should form the basis of any government, expressed through periodic and transparent elections organized on the basis of universal and equal rights.

Although Uzbekistan was called a "sovereign republic" during the former Soviet regime, although it had the above-mentioned features of independence on paper, it was not in fact independent, free and free. He was kept in a state of dependence, slavery, muteness. It is known that the 3,000-year history of our national statehood was interrupted by the forcible annexation to the Russian Empire. On August 31, 1991, the state independence of the Republic of Uzbekistan was declared. The inalienable right of the Uzbek people - the right to self-determination - has been realized. The sacred dream has come true - Uzbekistan has achieved its true statehood through peace and parliament. This is a great event in the centuries-old history of our people. Indeed, after gaining its independence, Uzbekistan has opened up enormous opportunities for development. As the first President I.A Karimov noted, "From the first days of independence, we decided to abandon the old dictatorial Soviet system and build an open democratic state and civil society based on a socially oriented market economy" [7]. In the works, speeches and speeches of the first President I.A Karimov, the unique scientific and theoretical aspects of the political development of our independent country, which comprehensively took into account the requirements of the time and embodied the age-old aspirations of our people, were resolved.

Philosopher Abdurahim Erkaev, analyzing the path of development of Uzbekistan, divides the stages of reforms in the independent democratic development of Uzbekistan into two: 1) small - current stages and 2) relatively large - periodic stages. In the work of the first President Islam Karimov "Uzbekistan on the path of deepening economic reforms" the views on the first (1991-1995) and second (1996-2000) stages of economic reforms and program speeches at the first session of each new convocation of the Oliy Majlis are practically small. coincides with the beginning of the stages. In his speech dedicated to the 16th anniversary of our independence, the

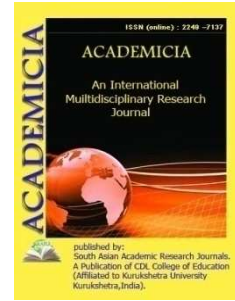
path of independent democratic development was divided into two periods. These are relatively large - periodic stages [8].

CONCLUSIONS

In conclusion, the following can be noted: first, attempts to use the process of globalization for various malicious purposes (geopolitical, transnational) are leading to an increase in tensions between national and global interests; secondly, national states are declining under the influence of threats in the context of globalization, which is caused by problems such as terrorism, extremism, separatism, "mass culture", missionary work, international migration, cosmopolitanism, national nihilism, egocentrism; thirdly, the sovereignty of the national state will not disappear completely, the need for the social role of the state as a guarantor of social stability, a force that can protect society from evolving threats such as violence, crime, terrorism will continue.

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CRITERIA AND DIRECTIONS OF DEVELOPMENT OF SMALL BUSINESS ACTIVITIES

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ABSTRACT

This article describes the importance of small business and private entrepreneurship in our national economy, the criteria for their organization, the theoretical basis for their organization. The article also examines the status and development of existing enterprises and small businesses in the country. For this reason, the rapid development of small business and private entrepreneurship is a key link in ensuring the sustainable growth of any country's economy and a priority of ongoing economic reforms.

KEYWORDS: *Entrepreneurship, Business, Small Business, Private Entrepreneurship, Individual Entrepreneurs, Micro-Firms, Small Businesses.*

INTRODUCTION

From the first years of independence of Uzbekistan, special attention has been paid to the development of small business as one of the important areas of increasing the economic potential of the republic. If we talk about the convenience of small business in our national economy, such entities do not require a lot of money, provide high rates of resource turnover as an economic activity, restructuring the economy, shaping the consumer market in conditions of economic instability and limited resources and allows you to solve the problem of filling it quickly and economically. Small businesses are important because they can adapt immediately to changes in consumer demand and thus ensure the necessary balance in the consumer market. At the same time, it plays a leading role in addressing the issues of employment and income growth, poverty reduction, which are extremely important for our country.

The Action Strategy for Further Development of the Republic of Uzbekistan for 2017-2021 states that small business and private entrepreneurship are important for the creation of the

national economy, the formation of the middle class, the creation of a competitive environment and sustainable economic growth. is a factor ”[1].

Small business plays a special role in the development of the national economy of our country, and in the current situation, its role and position is growing. For this reason, the rapid development of small business and private entrepreneurship is a key link in ensuring the sustainable growth of any country's economy and a priority of ongoing economic reforms. The economy of the Republic is based on a market economy, and the various positive changes taking place are in many ways closely linked with the development of small business and private entrepreneurship.

Main part. There is no single definition of it among economists in the data on small business and private entrepreneurship in the literature published abroad and in our country. Although the normative documents of the countries have adopted definitions of small and medium enterprises, these definitions are different and differ from each other.

According to American economist Steele, the enterprise is run by its owner personally and is relatively less specialized; the establishment of direct personal relations between the supreme governing bodies and employees, customers and suppliers; the complexity of accessing capital markets and obtaining short-term loans; lack of a strong position to enter into a purchase agreement; enterprises with at least two characteristics, such as the enterprise's strong dependence on relatively close markets and supply sources, are referred to as small enterprises [2].

British economist F. In his book on small business, Clark states: “It must be acknowledged that the essence of small business is not only to maximize profits, but also to meet intangible needs such as freedom, the creative nature of work, and a unique independent lifestyle. This can never be used for profit or loss.”[3]

French economists J. Shaten and R. Gordon gives the following classification of enterprises, focusing on quality indicators:

- Craftsmen and small farms that receive their main income directly from the production function, the owner of the enterprise is directly involved in the production process and has a high level of qualification.
- Small enterprises that use a limited number of hired workers, whose income is the main source of livelihood for its owner, and where a simple process of reproduction takes place.
- Small and medium-sized enterprises with tens or even hundreds of hired workers, carrying out expanded reproduction, which is affected by changes in supply and demand, as well as the consequences of economic and political decisions.
- Medium and large monopolistic enterprises, whose position in the economy depends on the degree of monopolization of any industry [4].

Uzbek economists A.Olmasov and M.Sharifkhodjaev, Sh.Sh.Shodmonov, UVGafurov and P.Abdulkasimov explained the concepts of entrepreneurship, business and small business and gave relevant definitions.

Although the above classification does not clearly show the distinguishing features of small, medium and large enterprises, it provides an overview of the status and position of different enterprises in a developed market economy.

Quantitative criteria for determining the status of small and medium enterprises are the number of employees, turnover, assets, capital and profits, and other indicators. Foreign and domestic economic literature often focuses on small and medium-sized enterprises based on a single indicator - the number of employees, which is easy to determine on the basis of such a single quantitative criterion, which allows comparative analysis of small and medium enterprises in different countries. However, the specific characteristics of countries, the diversity of industries and areas of activity indicate that the use of a single quantitative criterion is not appropriate.

In Uzbekistan, too, the number of criteria for identifying small businesses is high. Law of the Republic of Uzbekistan "On guarantees of freedom of entrepreneurial activity"; According to the Decree of the President of the Republic of Uzbekistan dated April 7, 2014 PF-4609 "On additional measures to further improve the investment climate and business environment in the Republic of Uzbekistan", the criteria for identifying small businesses in Uzbekistan are as follows:

1) individual entrepreneurs;

2) in the manufacturing sector, the average annual number of employees is not more than twenty, in the service sector and other non-manufacturing sectors, the average annual number of employees is not more than ten, in the wholesale, retail and catering industries, microfirms with an average annual number of employees of not more than five people;

3) in the following networks:

the average annual number of employees employed in the light, food and building materials industries, provided by law, is not more than two hundred people;

the average annual number of employees in the metalworking and instrumentation, woodworking, furniture industries, as well as in other industrial and production sectors provided by the legislation, not more than one hundred people;

average number of employees in mechanical engineering, metallurgy, fuel and energy and chemical industry, cultivation and processing of agricultural products, construction and other industries provided by the legislation

RESULTS AND DISCUSSION

As a result of reforms in the field of small business and entrepreneurship in the Republic of Uzbekistan, many opportunities and benefits are being created. As a result of the reforms, enterprises and small businesses have been established in the national economy of the republic, and the dynamics of the number of registered enterprises and small businesses is given in the following diagram.

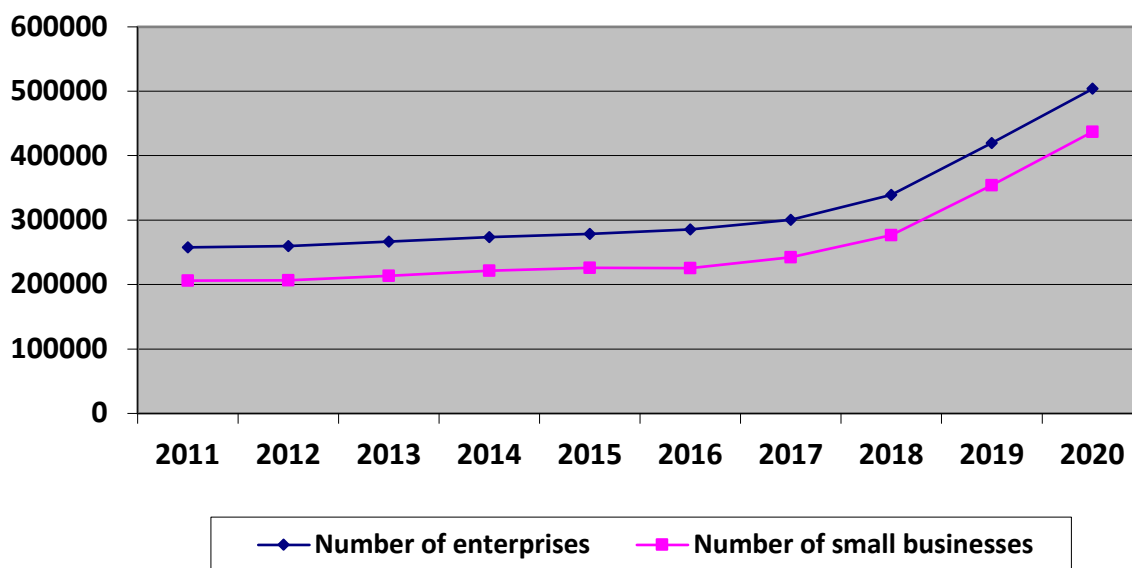


Figure 1. Number of enterprises and small enterprises in the Republic of Uzbekistan

We can see the growth of the number of enterprises in our country in 2011-2020. The number of enterprises in 2011-2020 was 257602, 259622, 266397, 273627, 278452, 285361, 300240, 339034, 419490 and 503538, respectively.

If we study the relative and absolute differences of enterprises compared to previous years, the changes in 2011-2017 were in the range of 2000-15000 compared to previous years, increasing to 38797 in 2018, 80456 in 2019 and 84048 in 2020. In relative terms, it has the highest growth rate of 23.7 percent in 2019, 20.0 percent in 2020, 12.9 percent in 2018 and 5.2 percent in 2017 compared to the previous year. In 2011-2016, there were changes in the range of 0.7-2.7 percent compared to previous years.

The number of small businesses was also on the rise in 2011-2020. The number of small enterprises in 2011-2020 was 205,184, 206,589, 213,643, 221,140, 225,998, 225,560, 242,397, 276,237, 353,921 and 436,981, respectively.

The relative and absolute differences of small enterprises compared to previous years. The changes in 2011-2017 were in the range of 2000-15000 compared to previous years, increased to 38797 in 2018, 80456 in 2019 and 84048 in 2020. In relative changes, it has the highest share in 2013 at 23.7 percent, in 2020 at 20.0 percent, in 2018 at 12.9 percent and in 2017 at 5.2 percent compared to the previous year. In 2011-2016, it was observed in the range of 0.7-2.7 percent compared to previous years.

If we study the relationship between the organization of enterprises and small enterprises in the national economy, we can see that small enterprises have grown in more weight than enterprises and organizations in the economy. We illustrate this through the diagram below. We can see the growth of the number of enterprises in our country in 2011-2020. The number of enterprises in 2011-2020 was 257602, 259622, 266397, 273627, 278452, 285361, 300240, 339034, 419490 and 503538, respectively.

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If we study the relationship between the organization of enterprises and small enterprises in the national economy, we can see that small enterprises have grown in more weight than enterprises and organizations in the economy. We illustrate this through the diagram below.

According to the results of the analysis, positive results have been achieved in the organization of enterprises and small enterprises in the country, which can be considered as a positive result of reforms in the national economy.

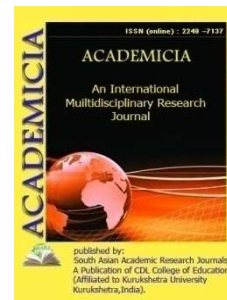
Conclusions. Concluding the study of small business and entrepreneurship, we can say that in the organization and development of small business should pay attention to:

- use of several criteria for identifying small businesses and entrepreneurship;
- informing all segments of the population about the ongoing reforms in the organization of small business and entrepreneurship, including the organization of small business and entrepreneurship, forms of financial support, access to soft loans, etc .;
- Formation of information on the activities of small businesses and entrepreneurship, market demand, analytical data;
- creation of platforms for the activities of small business and entrepreneurship and their economic performance;
- organization of small enterprises in coordination with the activities of large consumer enterprises;
- further increase of preferential financial assistance for small business and study of resource efficiency;
- Continuous study of the implementation of regulations adopted in the field of small business and entrepreneurship and improving the legal framework.

In our country, small business and private entrepreneurship have contributed to the development of our national economy by filling the domestic market with competitive and quality products, providing employment, improving the welfare of the population.

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CHANGES IN THE CITIES OF THE FERGANA VALLEY AND ITS SURROUNDINGS UNDER THE INFLUENCE OF ANTHROPOGENIC FACTORS

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ABSTRACT

The article describes, in detail, the changes in the cities and suburban landscapes of the Fergana Valley under the influence of anthropogenic factors. Innovative mechanisms and means of ecological waste utilization in the Fergana Valley, primarily due to changes in the human factor, are illustrated by examples of region cities.

KEYWORDS: *Extensive Development, Natural-Anthropogenic, Pasture Landscapes, Anthropogenic Landscape, Geosystems, Atmospheric Air, Ecological-Geographical, Utilization, Innovative Mechanisms, Bioecological Research, Agro-Industrial*

INTRODUCTION

Now, under the influence of the human factor, more than 60% of the valley area has the appearance of anthropogenic and natural-anthropogenic landscapes. All this is due to the rapid population growth in the valley, the extensive development of agriculture, the availability of access to water resources, ease of access to mineral resources, and more.

The idea of preserving natural landscapes in the steppes, deserts, hills, mountains, pastures and others at altitudes from 350 meters to 4,000 meters above sea level, as well as the intensive use of existing anthropogenic landscapes and the development of each sector of the economy in each vertical region. It is promoted by Rafikov and AA Nazarov (2002). This idea allows to scientifically and practically protect the ecological and geographical basis of plain, foothill and mountain geosystems in the Fergana Valley [1].

THE MAIN FINDINGS AND RESULTS

The natural landscapes around the cities of the Fergana Valley are changing significantly under the influence of anthropogenic factors. In this regard, Kyrgyz geographers S. Ergashev et al. (S. Ergashev et al. 2002).

The idea put forward by I. Abduganiev (1995) emphasizes the need to pay more attention to the types of trees to be planted in order to improve the atmosphere of cities. The main focus should be on the ability of trees to absorb dust, various odors, toxic gases, as well as the ability of different types of trees planted side by side to aspire to the sky.

This idea should be put into practice as soon as possible. Because today the level of air pollution in the cities of the Fergana Valley is very high. Implementation of this idea will also lead to the greening of highways and the establishment of sanitary protection zones around industrial enterprises [2].

Local geographers, including Yu.Sultonov (1965, 1974, 1995, 1999, 2000, 2001), I.Abduganiev (1995, 1999, 2000,) on the current ecological and geographical condition of natural and anthropogenic landscapes of the Fergana Valley and their optimization. 2001), K.Boymirzaev (1995, 1999, 2001, 2002), A.Nazarov (2001, 2002) O.Abdullaev (1995, 1999, 2001, 2002), A.Hamidov (1995, 1999, 2001, 2002), R.Khalikov (1989, 1995, 1999, 2001, 2002) and many other scientists are engaged. They expressed their natural geographical and geo-ecological ideas, opinions and views on improving the geo-ecological situation in the region. This system of views and measures was widely covered in the materials of the Republican scientific-practical international conference on the ecological situation, nature and rational use of natural resources of the Fergana Valley, held in 1995 and 1999 in Fergana and 2001-2005 in Namangan [3].

In general, natural geographical, geoecological and bioecological researches in various landscapes of desert, hills, mountains and pastures of the Fergana Valley and as a result of these researches the system of directions and measures on improvement of geoecological condition and rational use of its nature Yu.Sultonov 1995, 2001; I.Abdug'aniev 1995, 2001; K.Boymirzaev 1999, 2001; O.Abdullaev 1995, 2001; R.Kholiqov, A.Qozoqov 1995, 2001; A.Hamidov 1995, 2002; A.Nazarov 1999, 2001; S. Ergashev 1995, 2002, etc.)

It is time to develop plans and programs at the level of regional administrations for 3-5-10 years to further reduce air, water, soil pollution by industrial and transport wastes, losses of plants and animals due to anthropogenic factors, solid waste disposal. At the same time, all enterprises polluting the air and water basins in the region will be provided with the latest advanced gas, dust and sewage treatment plants or reconstruction of some old industrial enterprises on the basis of a new project to reduce emissions by at least half and then 75%. , implementing a plan to reduce it to 90% in the future. As the territory of the Fergana Valley develops economically on the path of agro-industrial development. Therefore, the geo-ecological condition of the area is determined on the basis of the above natural geographical and geo-ecological views, ie lithological, geomorphological, soil thickness, salt-gypsum, lithological composition of the soil, relief slope in irrigation, depending on the plains, hills and foothills. especially in the foothills and foothills) and others. Efficient use of area water, development of modern methods of irrigation technology (appropriate to local conditions), to pay as much attention as possible to prevent all types of soil erosion, and at the same time pay great attention to nature protection in industry, construction, transport, utilities, , developing and implementing rational ways of using

its resources and, most importantly, raising the environmental awareness, literacy and culture of the population are the most necessary and necessary measures today's is becoming a topical task today.

Based on the above scientific sources, summarizing the views, we present in Table 3.3 the dynamic development of researchers in the field of nature protection and rational use of natural resources in the Fergana Valley, who were directly involved in the development of their geoecological basis. In conclusion, it can be explained that the issues of nature protection, rational use of natural resources, reclamation should be carried out not on the political-administrative border, but on the natural geographical border. A typical example is the Fergana Valley.

Changes in the natural environment and aggravation of geo-ecological conditions in the Fergana Valley are due to its geographical location, specific natural geographical conditions and factors, existing regional and local laws and regulations, stability, variability of natural complexes, description of economic activity, development characteristics of production. depending on.

The main logical features that give rise to the geoecological significance of natural geographical research in the valley area are first seen in the following:

- The composition of various natural and natural-anthropogenic landscapes in the highlands, such as deserts, hills, mountains and pastures, the use of relief and mountains;
- In the use of surface and groundwater in the current market relations;
- In the process of using climatic resources;
- In the use of soils in agriculture and agriculture in general;
- The use of plant and animal resources and their extinction or reduction of habitats;
- In industrial production, use of resources;
- In the development of transport, construction, utilities, etc.

Industrial production is associated with the generation of large amounts of waste. These are solid, liquid, gaseous wastes, some of which are toxic. The generation of hazardous waste is often due to incomplete improvement of production processes. Household waste generated in human life is increasing in quantity. Therefore, it is worthwhile to divide the waste into two groups according to their origin and study them in this direction.

Waste as a secondary resource is becoming an increasingly global problem not only in the valley area but around the world, while it has become an even greater regional problem within the nation-state, and a serious local problem in some cities.

We have put forward concepts by local scientists in order to prevent and solve the geo-ecological problems that have been formed over the years. Now the main issue is to put it into practice [5].

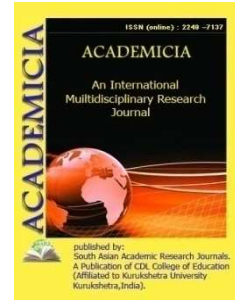
CONCLUSION

In conclusion, it should be noted that life itself proves that the need to work at the level of natural geographical boundaries, rather than political-administrative boundaries, in assessing its geo-ecological significance in the development of geo-ecological bases of rational use of natural resources.

Uzbekistan, Kyrgyzstan and Tajikistan need to work together to solve geo-ecological problems in the Fergana Valley. The fact that each of these republics is developing on the path to its own independence does not allow us to solve many geo-ecological problems together, for which there are specific objective and subjective reasons. It is difficult to imagine the geoecological significance of complex research in the Fergana Valley without the joint action of these republics. Because the people living here have the same territory, the same religion, the same water, the same soil, the same culture, the same worldview.

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THE ROLE OF MASS MEDIA IN INCREASING THE POLITICAL AND LEGAL CULTURE OF YOUTH

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ABSTRACT

This article identifies the role of the media in raising the political and legal culture of young people. Social surveys were conducted among young people and compared with the results of previous surveys. Suggestions have been made to further strengthen the role of the media in this regard. To do this, it is necessary to pay attention to the following aspects. First of all, our people must be fully aware of the decrees, laws and decisions of the President, the Oliy Majlis and the government.

KEYWORDS: Journalism, Media, Political Culture, Legal Culture, Youth, Mass Media, Press, Television, Online Journalism, Uzbekistan, Civil Society, Public Policy, Law.

INTRODUCTION

In order to build the rule of law and civil society, which is the main goal of our country, the population must have a high political and legal culture. Of course, this is not a quick and easy task. Political and legal culture should be formed in every citizen from early childhood with the help of social institutions. The importance of the media within these social institutions is enormous.

Mass media (mass media) means periodic distribution of mass media with permanent name and in print (newspapers, magazines, newsletters, newsletters, etc.) and (or) electronically (TV, radio, video, newsreel programs), websites in public telecommunications networks) shall be understood as a form that is published or broadcast at least once every six months, as well as other forms of media distribution.[1]

The issue of raising the legal culture of youth was identified at a meeting of the First President of the Republic of Uzbekistan on May 20, 1997 with the heads of law enforcement agencies, legal

scholars, and the media. In particular, the following were mentioned as priorities in this regard: "First of all, it is necessary to increase the political activity of the society through the formation of a real legal consciousness. So that people can show interest in reform. Let him realize the above higher purpose as an immediate executor, not as an observer or participant. We must ensure that democratic principles become ingrained in people's minds and become an integral part of our legal capacity.

To do this, it is necessary to pay attention to the following aspects. First of all, our people must be fully aware of the decrees, laws and decisions of the President, the Oliy Majlis and the government. Second, everyone should have documents, especially those related to human rights, in their hearts, and understand how these laws affect their lives. Thirdly, the population should be aware of the draft laws, ie how they are implemented should be under public control. The most important thing is to achieve wide participation of citizens in public administration and law-making.

For this, the press, radio and television have to do a lot of work. So that the population is aware of the laws and practices in a timely manner. In short, raising the legal culture of our people should be raised to the level of public policy. "[2]

Despite the fact that this opinion has been expressed for a long time, this issue still remains relevant. Over the years, the media has been able to do significant work to improve the political and legal culture of the population, youth. Journalistic materials prepared in this regard are quite numerous. However, there is a need to further improve their quality.

Different factors play a role in the process of forming a person with any behavior and appearance.

The main sources of legal information for young people are:

- ✓ legal relations;
- ✓ legal advice;
- ✓ mass media;
- ✓ electronic legal information systems;
- ✓ Classes on legal issues in educational institutions and special courses;
- ✓ interpersonal legal relations, etc.

Of course, all this will have an impact on the younger generation. It is well known that among these sources of legal information, the most effective tool in today's information and globalization process is the media. Because the media is an important tool for promoting the democratization and liberalization reforms aimed at increasing the political activity of young people, their broad involvement in socio-political life. In other words, the media effectively shapes the legal culture, political and civic activism of young people.

In order to prove our point, we conducted a public opinion poll in January 2021. It was attended by 200 young people aged 14 to 30 years. "Where do you get most of your political and legal information?" "Mass media (television, radio, press, internet)", "people around, family members and friends", "books and textbooks on political and legal issues", "educational institutions and special courses", "electronic legal information systems", "Other sources" were provided as an

option. According to the survey, 82% of respondents know more about political and legal information from the media.

In this regard, in February-March 2013, Usmanova's doctoral dissertation "System for the development of political and legal knowledge of students through the media" was asked to determine the assessment of young people on the level of their political and legal knowledge. In a public opinion poll, young people were asked, "By what means do you prefer political and legal messages?" When asked, 65% of them said, "It is better that the messages are conveyed through the media".

In a 2010 sociological study [3], the media was not rated as the leading tool influencing the legal consciousness and culture of young people. 900 respondents took part in the public opinion poll conducted by Candidate of Sociological Sciences, Associate Professor J. Matkarimova. Respondents were asked the following question: "What influences the formation of legal consciousness and legal thinking of citizens in our society?"

Respondents responded as follows:

- ✓ 22.54% "Family, educational institutions, social environment";
- ✓ 20.2% "Family, educational institutions, television";
- ✓ 17.18% "Family, press, neighborhood";
- ✓ 12.9 percent "Television, literature, cinema";
- ✓ 8.11% "Television, radio, cinema, theater";
- ✓ 5.01% "Television, radio, press";
- ✓ 4.77% "Family, social environment, neighborhood";
- ✓ 4.05% "Family, educational institutions, radio";
- ✓ 3.10% "Educational institutions, social environment, television".

Thus, eleven years ago, the importance of the factors that shape the system of individual socialization was assessed in the following sequence:

1. Family.
2. School.
3. Peer group.
4. Mass media.
5. Social institutions and organizations.
6. Political and legal educational environment.

Today, however, the role of the media in the socialization of young people has in many cases surpassed that of the family, school, and peer group. Because information technology and information transmission has become an important part of the development of society in modern times.

This opinion was confirmed by the results of surveys conducted in the framework of our research, which shows that today the media plays a leading role.

It is also possible to refer to the results of specific sociological research to show that the media plays a major role in raising the legal level and culture of the masses, providing them with legal information. For example, the Center for Public Opinion Research of the Republic of Uzbekistan "Public Opinion" conducted a nationwide survey on May 15-25, 2019. [4] The purpose of the survey was to determine the awareness of citizens from the normative documents adopted during the year. It also included questions about the role of the media in disseminating information about legislation among the population. 97.2% of respondents said that they received news about the legislation through the media (newspapers, magazines, radio and television).

Analyzing the results, it can be concluded that it is necessary to further increase the activity of the media, especially local media, in raising public awareness of legal reforms.

It is known that the way of thinking of each member of society, in particular, the formation of legal consciousness, is also influenced by the media. In the age of information technology, the media serves to shape the socio-political, legal thinking of all segments of the population, to expand the level of influence on their activities. "The media shapes our thinking," writes E. Dennis, a Western researcher. [5] Russian scholar O. Kuzmin states that "the media is able to control and even guide it because of its ability to give public opinion a public tone." [6]

As noted in the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on December 22, 2017, "the media is an important and influential factor in strengthening democratic principles in the life of our society." [7]

It was also noted in the speech that today there are more than 1,500 media outlets in the country. [7] This is a much larger figure. If we look at the post-independence period, we can see that in 29 years the number of media outlets has increased from year to year. In 1991, there were 351 media outlets in Uzbekistan, and by 2006 their number had risen to 723. Today, as of January 1, 2021, there are a total of 1866 media outlets in Uzbekistan, including:

- ✓ 637 newspapers;
- ✓ 469 magazines;
- ✓ 17 newsletters;
- ✓ 5 news agencies;
- ✓ 71 TVs;
- ✓ 37 radios;
- ✓ 630 of them are websites. [8]

In addition, many foreign TV and radio channels broadcast, and dozens of newspapers and magazines from other countries. If we take into account the information received through the Internet, we can see that both citizens and society are in the midst of a very strong flow of information in practice. This means that the need for information is growing day by day. The annual increase in the number of media outlets shows that a huge information space is being created in our country.

The legal periodicals play a special role in raising the legal literacy and political culture of the population and creating opportunities for citizens to effectively use a variety of legal information. As a result of the study, it was found that 314 social, political and legal newspapers and 109 magazines were registered under the auspices of the relevant government agencies and various non-governmental organizations.

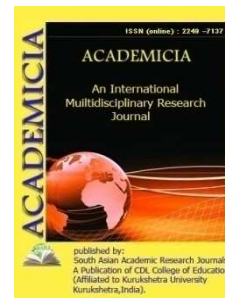
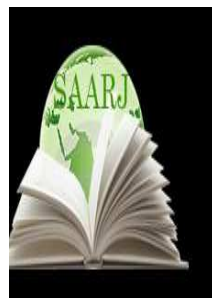
Radio and television also began to pay special attention to the legal issue. Television programs that promote law and order and answer legal questions are attracting more and more interest among the population. However, we believe that it is necessary not only to continue this work on a regular basis, but also to achieve a variety of shows, a high artistic and spiritual level that attracts everyone.

The media, which is penetrating deeper into our lives, must be developed by all means. Given the need to use modern media, including the Internet and mobile communication systems, to meet the needs of young people for legal information, it is important to increase the number and quality of legal sites, their ease of use.

In short, the most effective means of raising the legal awareness and culture of young people - the media, that is, television, the Internet, radio, the press, scientific and popular legal literature, it is necessary to effectively use its power.

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THE MAIN PARAMETERS OF THE ARTISTIC LANDSCAPE OF THE WORLD

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ABSTRACT

This article analyzes the artistic appearance of the linguistic landscape of the world and the language units that create this situation, the voluntary function of the artistic landscape of the world, the peculiarities of the artistic and aesthetic categories. The concepts that carry the main content load of a belle - letters are the units that assume the functions of storing, collecting, transmitting, and illuminating the main meaning-content, aesthetic information in the artistic landscape of the world as a whole. This process takes place on the basis of the interrelation of attributive categories and image-concepts and artistic images. It is this situation that ensures that the artistic landscape of the world is shaped by content that distinguishes it from the linguistic landscape of the world.

KEYWORDS: *Linguistic Landscape Of The World, Artistic Landscape Of The World, Accumulative Feature, Aesthetic Information.*

INTRODUCTION

Changes in world and national literature during the twentieth century and the first quarter of the twenty-first century, especially in the epic genres, in particular, the fact that the evolution of the artistic language has coincided with the development of human society is explained by the sharp increase in the quantity and quality of the arts, the means of expression. In particular, the images expressed in literature and art have shown that they are directly related to the worldview and activities of a person belonging to a particular civilization and culture. As a result, under the influence of these factors, the mechanisms of creating an artistic picture of the universe are formed. In general, the process of creating a work of art is in fact an integral process, like the two sides of a coin, which go hand in hand with the formation of the artistic landscape of the

Universe. The form and content of the artistic landscape of the world (both of which are realized through artistic discourse) is a well-known civilization, and also, it is formed under the influence of the linguistic landscape of the world formed in the heart of the worldview and the mental culture associated with it. In particular, the worldview plays an important role in the formation and expression of a work of art, including language. Therefore, in-depth study of the world view in literary works, its oral form (folklore, theater) and expressed through written artistic speech is an urgent task facing the science of philology, or more precisely, the science of linguistics. In general, since time immemorial, man's idea of the world has emerged in the form of a work of art, and in the form of an artistic view of the universe, whether simple or complex. Because the artistic landscape of the world represents in the composition of the world landscape a great panorama of things, events, happenings and processes in the world, serves as a bridge connecting them. Since the images expressed in the artistic landscape of the world are always expressed in such ways as analogy, description, imagery, the innate artistic description and artistic images are vividly formed in the mind of the reader or listener.

In general, the concept of "Artistic landscape of the world" was introduced to science in the early 1980s by S.Meylakh [2. 116-125]. But despite the fact that almost forty years have passed since then, linguistics has used various terms for this purpose, such as the artistic landscape of the universe, the artistic image of the universe, the artistic reality of the universe, and so on. To avoid this "terminological synonymy", the essence of the phenomenon can be described as follows, using the term "artistic landscape of the world", which is more appropriate to the essence of the phenomenon than the linguistic and mental pattern: the artistic landscape of the world is inherently independent of other linguistic landscapes and also, it serves not to express a wide range and a certain value, but to reveal the level and depth of the possibilities of art in the study of objective being [7. 55-74].

It should be noted that the artistic landscape of the world is a separate form of expression of reality, and the linguistic units and means of expression used in it have long been in the focus of researchers. As a result, in our linguistics the idea, form, content of a work of art, a series of heroes, it is concluded that there is a common artistic landscape represented by components such as methods of expression, writer, character speech, and that they have been shaped by large-scale works of art and literature since they were created in our culture over long periods of time. These include areas related to fiction - it is also possible to include works in areas that are closely related to linguistic components, such as painting, theater, sculpture, music, singing, folklore [8. 172].

In this sense, in the artistic world and in the artistic landscape of the world, which is its reflection and reflection in language, it is an important component and with the art and reality of the work, such as artistic language, image, meaning, idea, it is necessary to dwell on the artistic concept and the concept sphere of the work of art, which connects the protagonist with his experiences and actions, forming his own "Treasure of meanings" [1.260-267]. The concepts that carry the main content load of a belle - letters are the units that assume the functions of storing, collecting, transmitting, and illuminating the main meaning-content, aesthetic information in the artistic landscape of the world as a whole. Similar concepts, such as lexemes / words, change their shape, size, boundaries, and direction of meaning change in their content plan [5. 260-267].

Also, the artistic landscape of the universe and its structure are shaped by its functions. As with all progressive art and literature, the main function of the artistic landscape of the world is to

serve the spiritual maturity of man and also, it is to serve the purification of his mind as a catharsis by emotionally shaking him by acquainting him with a true work of art. Due to this, a special type of artistic communication takes (katarsis) place within the artistic landscape of the world. The voluntary function of the artistic landscape of the universe, on the other hand, affects the consciousness and thinking (addressee) that receives it. The modal function of the artistic landscape of the world represents the author's attitude to the real being. The aesthetic function of the artistic landscape of the world is to find and show the beauty in art and life. The emotional-evaluative function of the artistic landscape of the world reflects the feelings and values of the reader (listener, spectator). The ethical function, on the other hand, represents the level of morality and spirituality inherent in society in belles-lettres. The accumulative nature of the artistic landscape of the world represents the ability to collect and store aesthetic information. The transmission function is the transmission of aesthetic, ethical, cognitive, emotional-evaluative information collected in a work of art to the reader. Due to the above-mentioned features, the artistic landscape of the world differs from other world landscapes [5. 17].

The artistic depiction of the world expressed through the linguistic landscape of the world through artistic language is not the same thing. The artistic landscape of the world expressed through language does not always correspond to the "linguistic landscape of the world" typical of a certain historical period. There are many reasons for this: first of all, as a result of the writer's artistic reflection on real reality, a subjective artistic linguistic view of the world and aesthetics is formed, secondly, the artistic linguistic landscape is the result of figurative representation of reality, and thirdly, the linguistic, artistic and scientific landscapes of the world also differ in terms of the size of the linguistic inventory.

To interpret the linguistic view of such a world as the result of the mere reflection of the existing worldview in the human mind by means of language is nothing more than to direct the incomparable power of language, language is directly involved in two processes related to the worldview, firstly, the linguistic landscape of the universe, which is the deepest layer of the worldview in the human mind, is formed in the very heart of language; secondly, language itself represents (explanation) and manifests other types of worldviews; thus the experimental knowledge acquired by separated individuals is transformed into the experience of the community (people), the property of the community (people) only with the help of artistic language. Because each language with its own dictionary reflects the artistic landscape of the world with its own national identity, therefore, in modern linguistics, artistic thinking and its linguistic expression, developed by all types of art and literature at a certain stage in the development of human society, is generalized under the name of "artistic landscape of the world".

From this point of view, the artistic landscape of the universe also includes various "world landscapes" that reflect other areas of objective existence. Fantasy novels travel between galaxies, the distant past where dinosaurs lived in the feature film "Jurassic", in detective novels, the world of the criminal and the mafia, and in children's literature, "The country of sweet melons", the artistic landscape of the world is much larger and more universal than in other worlds. So, as D.E.Fomicheva, who studied this topic, rightly points out: "The artistic landscape of the universe is in fact real and unreal, real or imaginary, possible or impossible, which can be reflected in the system of images, the study of mixed worlds in the mind of the reader in the process of secondary communicative activity is based on the acquisition (understanding) of the

literary text on the basis of images, notion, concepts formed on the basis of information thesaurus" [6. 292-299]. The difference between the artistic landscape of the world and the image of the world represented by other forms of art is also in its textual form, expressed through linguistic means, so that it is much broader than the meaning and image it expresses, such as "the language of cinema" and "the language of architecture," so it is a very complex, confusing, and contradictory structure. Probably for this reason, even in situations where the artistic landscape of the world is very changeable, flexible, and unable to express the worldviews of other worlds, the artistic landscape of the world accomplishes this task, but even then it cannot give an integral (general) view of the world (in general, in our time the type of technology, science, or art that represents the general (integral) view of the universe has not yet emerged).

The artistic textual view of the artistic landscape of the universe is like the visible part of an iceberg. And at its core, in addition to art, there are many interconnected parts. One of them is the socio-cultural environment associated with a particular historical period and geographical space. In addition, a group of people or a specific person with a certain mentality, his attitude to life, his thoughts and perceptions also fill this line. Thus the external form of the artistic landscape of the world is the internal impulses of the art that runs into art, the writer and the protagonists - the impressions left by space and time on the objects of the image. In a sense, it carries the mark of creative thinking, of emotion. Therefore, this form has two important forms of occurrence - it has a specific meaning, as well as some symbolic generalizations. Moreover, this generalization leads to the abstraction of an objective being, to its expression by a linguistic sign. This is in line with the fact that F. de Saussure has a common denominator of the linguistic sign and the unifying name, and is consistent with E. Benvenist's doctrine of the two-sided interpretation of the linguistic sign in the natural language, that is, the separate meanings in the system of language and speech. [4. 256]. It is well known that E. Benvenist showed the process of two different, but interrelated and conditioned linguistic semioses (meaning formation) and called it the semantic interpretation of speech units. When the first union (in the language trade) was mentally immersed on the first time, they expressed the things and things that they meant, in the case of a secondary spiritual event, it means a concept subordinated to the thought and content in the sentence and the text (semantic field). It is a well-known fact that this feature is exaggerated and expressed in artistic speech. The transpositive use of language units can also be explained by this situation. Consider the following passage:

Translation of these passage

Lined up in a row, lined up

Oppressed and not oppressed, oppressed;

They say "God", but who do not feel God is one

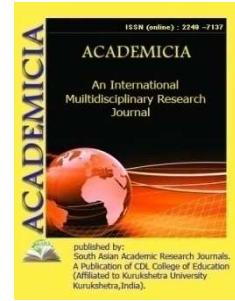
Mankind will pass through this world [9. 76].

Тизилганлар, тизилганлар, эзганларуэзмаганлар, эзилганлар are adjectives such as showing the action and status of the usual thing, that it does not come as an adjective and comes as a possessor of fire is due to this secondary spiritual phenomenon, and *тизилганодамлар, тизилганодамлар, эзганодамларуэзмаганодамлар, эзилганодамлар* are assumes the function of a noun in a compound such as (abstraction of meaning, generalization secondary, spiritual event the meaning of the two linguistic units is expressed through a single concept).

The artistic landscape of the world is created on the basis of certain worldviews and relevant artistic and aesthetic categories. This process takes place on the basis of the interrelation of attributive categories and image-concepts and artistic images. It is this situation that ensures that the artistic landscape of the world is shaped by content that distinguishes it from the linguistic landscape of the world. The functions of the artistic landscape of the world are aimed at systematizing the artistic-aesthetic conceptualism, which leads to the reconstruction of the socio-cultural context in the work of art (repeated expression with a linguistic sign (word and sentence)). The image-concept and the artistic image-concept included in the content by the author form the rational and emotional content of the work [3. 19-28].

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NATIONAL-ETHNIC RELATIONS AND APPROACHES TO ITS STUDY

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ABSTRACT

The concept of "nation", "ethnos" and approaches to the study of national-ethnic relations are described in this article. At the same time, the problems of national-ethnic relations and their peculiarities are discussed in detail. The main reason why the concept of national identity is given as a central idea in the definition of "nation" is that without it, a nation cannot differentiate itself spiritually and spiritually from other nations, cannot create a certain unity as an independent entity, cannot understand the need to protect its honor and pride.

KEYWORDS: "Nation", "People", "Ethnos", Ethnic Unity, Tribe, Clan, Political-Legal Approach, Socio-Cultural Approach, Biological Approach.

INTRODUCTION

Today, we live in a complex world that is rapidly changing, with all kinds of conflicts, clash of interests between powerful political forces and radically different from the times that humanity has ever experienced. Today, the political changes taking place in the world, also affect the lives of nations in certain regions, and it is natural that there will be certain forces and groups that seek to use them in the pursuit of their own selfish interests. At such a difficult time, threatening the territorial integrity and sovereignty of states, creating internal political instability, aggravating relations between the nations living in these states, creating conflicts between them, strengthening the sphere of influence of the dominant political forces on the world stage is one of the complaints. After the end of the bipolar system, a number of independent states with the title nation emerged on the world political scene. Unfortunately, the place of conflict that have emerged in recent years also to match these independent states. This, in turn, requires a proper system of national relations in multinational states.

Methods: The historical, structural-logical, content, event and comparative-political analysis methods are used in this article.

Results. It is known that currently, countries are divided into two types - polyethnic (multi-ethnic) and mono-ethnic (single-ethnic). If we take into account that there are more than 2,000 ethnic groups on the planet, from small tribes to multi-million nations, 90% of nations and peoples are part of multinational states, only 327 peoples and national groups are numerous, it is understandable that the national question remains one of the most complex issues (Gafurov, Khaydarova and Tulaganova, 2006, p.194.).

Interethnic conflict is one of the most intense issues of our time. In this context, it is appropriate to consider the concept of "nation".

A nation is an independent entity with its own state, economic ties, living in a particular region on the basis of a common language, spirituality, national identity, traditions, customs and values. It is an ethnic unity of people who represent and create their own material and spiritual wealth (Atamuratov, 2013, p. 75). Nation (Arabic "nation" - people) – a historically stable unit based on the fact that people speak a single language, live in a single territory, live a common economic life, have a common culture and mentality (Independence, 1998, p.120.). Moreover, according to the most common imagination, a nation is an individual and group consciousness that allows people to distinguish themselves from others by the common economic life, language, culture, and traditions of the citizens of a particular state, as well as to consider themselves belonging to a particular national unity and understood as a historically composed unity. (Gafurov, Khaydarova and Tulaganova, 2006, p.196-197).

Based on this, the main features of the concept of nation can be seen in the following:

- a) Understanding of national identity is an important feature of a nation;
- b) The existence of a nation as an independent entity, its ownership of a particular state;
- c) Human (people) represents the nation.

The main reason why the concept of national identity is given as a central idea in the definition of "nation" is that without it, a nation cannot differentiate itself spiritually and spiritually from other nations, cannot create a certain unity as an independent entity, cannot understand the need to protect its honor and pride. Awareness of national identity is seen as the foundation of a nation's development and protects the nation from external negative influences and encourages it to act as a single force in the new stage of development. Libyan leader Muammar Gaddafi, who was a member of the national movement, wrote, "The creator of national unity is an understanding of national identity. Awareness of national identity is the basis for the preservation of the nation" (Zelenkov, 2006, p. 98).

There are the following reasons why the state is considered the most important symbol of the nation:

Firstly, the state unites the nation, the title ensures the eternity of the nation, and is responsible for the development of its unique customs, traditions, and values.

Secondly, in the current context of globalization, the preservation of the nation is becoming a global problem. Because this process increases the risk of nations in small and underdeveloped countries joining large and developed countries. In this context, having a state will be important in protecting nations from this threat.

Thirdly, the fact that nations have a state named after them does not mean that they are indifferent to the representatives of the nations and peoples living next to them, and that their interests and needs are not taken into account. On the contrary, the more titular a country is in the so-called states, the more tolerant it will be towards the nations around it, and the more it will care for their steady, unimpeded, sustainable development, the more its state will develop (Atamuratov, 2013, p.78.).

The fact that human is given as the representative of the nation is due to the fact that the nation as a material being consists of an association of real people. From this point of view, a nation cannot be imagined without people. It is through the language, spirituality, traditions and values of the people that a nation exists, is formed and develops.

Nation is not a single concept, it includes tribes, clans, ethnic groups, peoples, national and ethnic groups.

Clan, tribe - characteristics of the primitive community system.

Elat is a pre-ethnic unit of people composed of language, territory, and culture.

National groups are peoples who, in the course of historical development, have separated from their national unity and moved to other regions.

Ethnic groups are small groups of thousands or even hundreds or thousands of people who have very loose contact with each other.

Ethnic unity is a separate stable social group consisting of tribes, ethnic groups, nations and other units of people, historically composed (Nasirhajoyev and Sultanov, 2003, pp.116-117).

Belonging to a nation is such a great feeling that understanding it unites people with different views as one soul and one body. According to R. Samarov, national identity is manifested on the basis of a number of features:

- in the form of external signs;
- socio-cultural characteristics (language, customs, traditions);
- in religious beliefs;
- on a socio-economic basis (lifestyle, production characteristics, settlement or migration, farming or animal husbandry, etc.);
- in the structure of political life;-
- in ideological, ideological views "(Samarov, 2010, p.91).

There are different approaches to defining the concept of nation:

The English philosopher Ernest Gallner believed that "a nation is created by human, it is the work of the human mind and the product of the mind. "According to Russian scientist V.A. Tishkov, the nation is not a scientific concept, but a political slogan and a means of mobilization, and a different understanding of this concept leads to different interpretations of ethnic conflicts. According to P.A. Sorokin, "a nation does not exist as a social entity" (Nasirhajoev and Sultanov, 2003, p. 114). According to the Russian scientist L. Ioan, belonging to a nation is

given to a person from birth and remains unchanged throughout his life. It is as strong as rock (Ioan, 1989, p.1.).

Three main approaches to understanding the nation are common: political-legal, socio-cultural, and biological approaches.

In the *political-legal approach*, a nation is understood as a citizen, that is, a community of citizens of a state. In international law, when talking about nations, we mean civil and political nations. Typically, political nations represented in the form of multi-ethnic associations with varying degrees of citizenship and statehood are represented in the international arena as “national” states with their own national interests, national borders, national flags, and national characteristics. The members of the United Nations are the same political nations that emerge as nation-states.

The *socio-cultural approach* emphasizes the commonality of language, culture, religion, traditions and customs of a large group of people who make up a nation. This allows us to evaluate the nation as a unity of people, characterized by the commonality of spiritual culture, historical development, way of life. In this case, we are talking about a cultural nation or ethnic group.

Nation is not without national consciousness and identity. E.Gellner, a well-known researcher of the phenomenon of nation, said: “Firstly, two people belong to one nation only when they are united by a commonality that is understood as a system of ideas, symbols, relations, behaviors and ways of behaving. Secondly, two people belong to the same nation only if they recognize that they belong to the same nation. In other words, nations are created by human; nations are the product of human beliefs, aspirations and inclinations” (Gellner, 1989, p. 124).

A third, *biological approach* to understanding nationhood is based on recognizing blood commonality as the nation’s primary dominant. It is typical for countries like Japan and Germany. According to the constitutions of both countries, a nation is made up only of people of appropriate Japanese or German descent.

Admittedly, the principle of biological blood exists in man. But even so, a nation is determined by genes, that is, by more social factors than biological factors – the characteristics of the cultural environment, the system of child rearing and education. People are not born as individuals, perhaps they are formed. This also applies to the phenomenon of nation. In national relations, that is, the unity of people or other ethno-national relations, which is called a nation, does not exist separately or in parallel with the state. National and ethnic relations are in one way or another connected with the state, forming a single political whole. In the international arena, relations between nations are manifested primarily as relations between states, and therefore have a political content (Farmonov and Tulaganova, 2008, p.199-200). This, of course, does not mean ignoring the minority nationalities living in sovereign states, but rather that a sovereign state emerges as a defender of the rights of these nations.

It should be noted that some experts consider the terms "ethnos", "nation" and "people" to be synonymous. It is their approach from the perspective of their own countries. For example, in the United States and European countries, citizenship is higher than nationality. Despite the fact that other nations live in America, the only concept is "I am American." Also, in many European countries, the "nationality" column has been removed from the passports of citizens. In this

sense, these concepts are synonymous in Western countries. However, it should be noted that in most Eastern countries, "ethnos" means a small group of people, "nation" means a large number of ethnic groups with their own statehood, "people" means a different ethnic group and ethnicity. resident citizens. It should be noted that in mono-ethnic countries such as Japan, the concept of "nation" is synonymous with the concept of "people".

When we talk about the nationality of man, we must also pay attention to the processes of "national awakening" that take place in national development in the world political process. In particular, at the present stage, there are evil ideas and forces that seek to seize power in exchange for the destruction of the nation, and ignoring them can lead to the disintegration of the nation in the future. In particular, consider the idea of building a single state based on the caliphate. In essence, this is in line with the Marxist non-national idea that "the proletariat has neither a homeland nor a nation, it has a single enemy, and that is the bourgeoisie, the only dictatorship of the proletariat in the world." The factor that led to the destruction of the states they built was the fact that the "nation" fell victim to the proletariat. The Bolshevik policy of uniting various other nations and peoples living in the former USSR around the Russian nation to form a single nation was also unscientific, eroding the system from within and ultimately leading to its collapse. The implementation of this policy of "unification" has had a negative impact not only on all the nations and peoples of the former Soviet Union, but also on the Russian people themselves. This policy has given rise to the mentality of the Russian nation, which has nothing to do with it, to be perceived as a common "enemy" in the eyes of other nations and peoples. In fact, at the center of this policy was not the Russian nation, but the politicians who were at the top of the government, who carried it out. Never and in general will a nation be violent, aggressive, or evil, but policymakers will cast a shadow over the great value of "nation" (Atamuratov, 2013, pp.131-132).

The main factor that ensures the identity of a nation is its spirituality, customs, traditions and values, which express its uniqueness. Therefore, the preservation of the nation as the flower of human beauty, the preservation of its broad-based spirituality, which is the main source of self-realization, requires its development in accordance with the processes of universal development.

However, the experience of national development confirms that this process is not smooth. The main problem in this regard is that in the process of increasing the intellectual potential of mankind, on the one hand, there is a growing desire to understand its national identity, to develop on the basis of their land, to assimilate their heritage and protect their "I", on the other hand, the risks to the intensification of this aspiration are also increasing. Some "great" nations (countries) are using this to carry out insidious attempts to gain monopoly power in the world. The dangerous aspect of this process is that it also exacerbates conflicts through the "nation" factor. In this context, the prevention of the abusive use of the ethnic factor, the search for factors that have a positive impact on interethnic harmony, their effective use and preservation of the nation, which has become one of the great values of humanity, is becoming a global problem. The new problems that arise today confirm that it is impossible to save humanity without solving this problem (Yusupov and Jonibekov, 2015, pp. 311-312). In a later account Antony Smith (Smith, 2007, pp.17-32.) argues that global culture not only cannot replace national culture but that national identity possesses the capacity to withstand the forces of globalization. Culturally diverse waves of immigrants having reshaped the meaning of national identity, citizens reflect more upon it, thereby reinforcing its meaning and functions. Self-reflective and self-celebrating

communities, nations, and nationalism are thus 'still very much alive'. From this perspective, globalization not only fails to create global identity but intensifies national feelings.

DISCUSSION

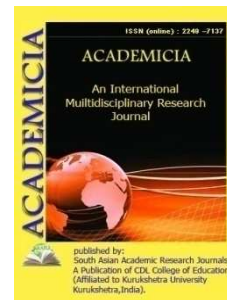
The nation is considered as a large number of ethnic groups that based on a sense of national identity that is ingrained in the minds and blood of the people. As a result of current globalization and attempts to shape mass culture, the nation is trying to preserve its language, values, the past, but the influence of the emerging national awakening political forces has left it in the face of evil ideas called nationalism. That is why the study of national attitudes is one of the most important issues today. Indeed, the era of globalization, along with the improvement of the exchange of values, customs and traditions between one nation and another, is overshadowed by the notion of a nation as a result of the spirituality and values of one nation infiltrating the popular culture of another nation. It also poses a risk of being left behind. Given the fact that globalization is associated with the national consciousness, it is not an exaggeration to say that it is important to preserve the "nation" factor, to assess its role in world political processes. In this regard, the identification, prevention and implementation of any threats to the formation of the nation is becoming a key factor in the domestic policy of any state today. It should be noted that the nation was not created by any political forces, it is considered as a common union of people who were formed over the centuries. Therefore, respect for ethnic groups and other nationalities, taking into account their interests and needs, the organization of cooperation between them not on the basis of politicized ideology, but on a spiritual and enlightenment basis, serve as the basis for the development of world political processes.

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ACTIVITIES OF LARGE ISSUES IN THE ECONOMY OF UZBEKISTAN: ANALYSIS AND RESULTS

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ABSTRACT

At present, the development of the country's economy is closely linked with the stock market. Ensuring sustainable economic and social growth, launching new projects, attracting foreign investment and business development also depend on the state of the stock market. Therefore, the activities of major issuers in the stock market of Uzbekistan in many respects have a direct impact on the country's economy. This article provides general information on the composition and activities of major players in the stock market in our country, provides an analysis of key indicators of large joint stock companies and brief conclusions on them. It also provides a number of scientific proposals and practical recommendations on further improving the activities of the stock market and its major participants.

KEYWORDS: *Joint Stock Company, Central Depository, Stock Market, Securities, Stock Exchange, Investment, Stock, Bonds.*

INTRODUCTION

From the first years of independence, reforms have been carried out to radically develop the national economy of our country. To date, it is difficult to say that changes in all areas and economic processes of sustainable development will not affect the stock market either. In this regard, today, due to the implementation of important measures aimed at developing the national securities market, the republic's corporate enterprises are standing firm and increasing their capitalization level from year to year.

This situation becomes even more apparent when we consider the total authorized capital ratio, which corresponds to an average joint-stock company. The increase in the share capital of the republic's enterprises due to the growing activity in the stock market testifies to the growing role of the stock market in the modernization of enterprises in the real sector of the Uzbek economy.

At the same time, the rate of capitalization in the enterprises of the republic, especially in joint-stock companies, can not be considered sufficient.

It was noted that one of the key issues is to increase the volume of resources attracted by commercial banks of the country through the gradual issuance of securities. At the initiative of President Shavkat Mirziyoyev, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 was adopted. Paragraph 3.1 of the Action Strategy stipulates that "... the development of the stock market as an alternative source of capital and the placement of free resources of enterprises, financial institutions and the population" is envisaged.

Also, the concept of development of the secondary securities market in the Republic of Uzbekistan for 2017-2018 was approved. Developed in collaboration with the Research Center of the State Competition Committee, securities market infrastructure institutes and other government agencies, this concept is one of the priorities of economic development and liberalization in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021. [1]

Indeed, our country has all the necessary regulatory framework for the development of the stock market, which regulates the issuance, placement and circulation of securities on the stock market. Adoption of a number of normative legal acts related to the industry, namely: the Civil Code, the Law "On Securities Market", the Law "On Joint Stock Companies and Protection of Shareholders' Rights", the Law "On Exchanges and Exchange Activities", a number of legal acts was made. In order to ensure the competitiveness and stability of the country's capital market, programs for the development of the securities market are being adopted.

At the same time, in order to further increase the role of the secondary securities market in the national economy, there is a need to create a specific concept that defines the action strategy for its development in recent years, a system of ideas and views on improving its mechanism of market relations.

LITERATURE REVIEW

At present, serious work is being done to bring the Uzbek economy to a stronger, more stable and balanced development, to take a strong place in the world market, to improve the living standards and welfare of our people. These reforms do not bypass the stock market. In his report, President Mirziyoyev (2018) said the following about the development of the stock market: "Development of financial markets, including the stock market, should be one of our main goals in the new economic environment. It is necessary to further expand the range of banking services through the introduction of new financial instructors and the issuance of bonds, the development of the banking system on the basis of advanced information technologies" [2].

The last stage of economic reforms in our country has become a new stage in the development of the securities market. Now the stock market is receiving special attention. In particular, a stock exchange, ie a secondary stock market, was established. In order to rapidly organize the infrastructure of the stock market, investment companies and funds, clearing houses and stock stores, advertising firms and PIFs (private investment funds) were formed (Qayumov) [3].

Researchers Avaniidhar Subrahmanyam and S. Titman have studied the impact of investors' actions in the stock market on stock prices [4].

Economists Massimo Massa and Lei Zhang have studied the impact of local institutional investors on stock market trading [5].

According to economist Butikov, the turnover of government bond segment transactions in the stock market can reach several tens of billions a year. The goods are put into this market by one person - the state. There are a lot of buyers here - hundreds of thousands. It is the primary and secondary market and only the stock market. Only legal entities - residents of the Republic of Uzbekistan can participate in it. Transactions are carried out only in one place - in the stock department of the Republican Currency Exchange. Investors can buy bonds in this market only through dealers. The role of dealers is usually performed by banks. The state guarantees the redemption of securities, so this market is considered the most liquid. The government bond market is regulated by the Ministry of Finance, with the placement of securities, their circulation and payment of their price with the help of the Central Bank. The advantage of this market is that it has interconnected trading, depository and settlement systems that serve transactions [6].

The part of the stock market that is based on money as an investment is called the stock market and is thus an integral part of it.

The stock market makes up a large part of the stock market. The rest of the stock market did not get a special name because of its relatively small size, which is why the stock market concepts are often seen as one thing with the stock market.

Hamidulin focuses on the development of the stock market, emphasizing the importance of infrastructure. The institutional infrastructure of the securities market is divided into general and special classes. Organizations representing the general infrastructure include institutions that perform a general ancillary function in dealing with securities. Without them, the functioning of securities market participants would be impossible or complicated [7].

Belozertsev [8], Blank [9], Kapitanov [10], in their research on the functioning of the bond market, argue that the issuance of bonds of state-owned enterprises is not prohibited by law. In this case, the issuer of such bonds is also the state. As noted, the state is considered the most reliable than other issuers. It usually guarantees the repayment of its liabilities and the payment of income on its securities with all the wealth of the country, or at least with the issuance of additional money.

RESEARCH METHODOLOGY

During the bans on the stock market and its participants, analysis and synthesis, abstraction and observation, comparative analysis and other methods of statistical analysis were used.

Analysis and results

As securities are the most common type of financial instrument traded in the Uzbek stock market, their attractiveness to investors is determined by the results of issuers. Because the decision to pay dividends on shares is made at a shareholders meeting, where the company ends the year with a profit. Therefore, the indicators of financial and economic activity of major issuers in the market affect the expectations and behavior of investors.

As of January 1, 2021 year, 599 joint-stock companies in the Central Securities Depository accounted for 144,502.26 billion soums, with a nominal value of 10048.12 billion soums. Compared to the same period last year, the number of joint-stock companies increased by 6, the

volume of securities issued amounted to 50292.49 billion soums. soums and 738.59 bln. soums and increased for each share. Also, the Central Depository took into account 472.8 thousand corporate bonds worth 281.24 billion soums issued by 7 issuers. They were issued by 3 commercial banks worth 172.24 billion 415.7 thousand soums.

As of January 1, 2021 year, the state share in 254 joint-stock companies amounted to 127601.1 billion soums (including the Central Depository holds the state share in the charter capital of 239 joint-stock companies in the amount of 127594.8 billion soums). During 2020, the number of joint-stock companies with a state share in the charter capital decreased by 3, and the volume of the existing state share increased by 53,041.19 billion soums. The volume of shares of economic management bodies in the charter capital of 176 joint-stock companies is 4384.5 billion soums. In 2020, the volume of assets of economic management bodies decreased by 1550.7 billion soums, and the number of JSCs decreased by 29.

As of May 1, 2021 year, 597 joint-stock companies are operating in the country. They issued a total of 12.5 million shares worth 142072.5 billion soums. Of the joint-stock companies, 150 operate in the industrial sector, 198 in agriculture, 169 in the service sector, and 80 in the financial sector (banking, insurance, leasing, etc.) (see Figure 8).

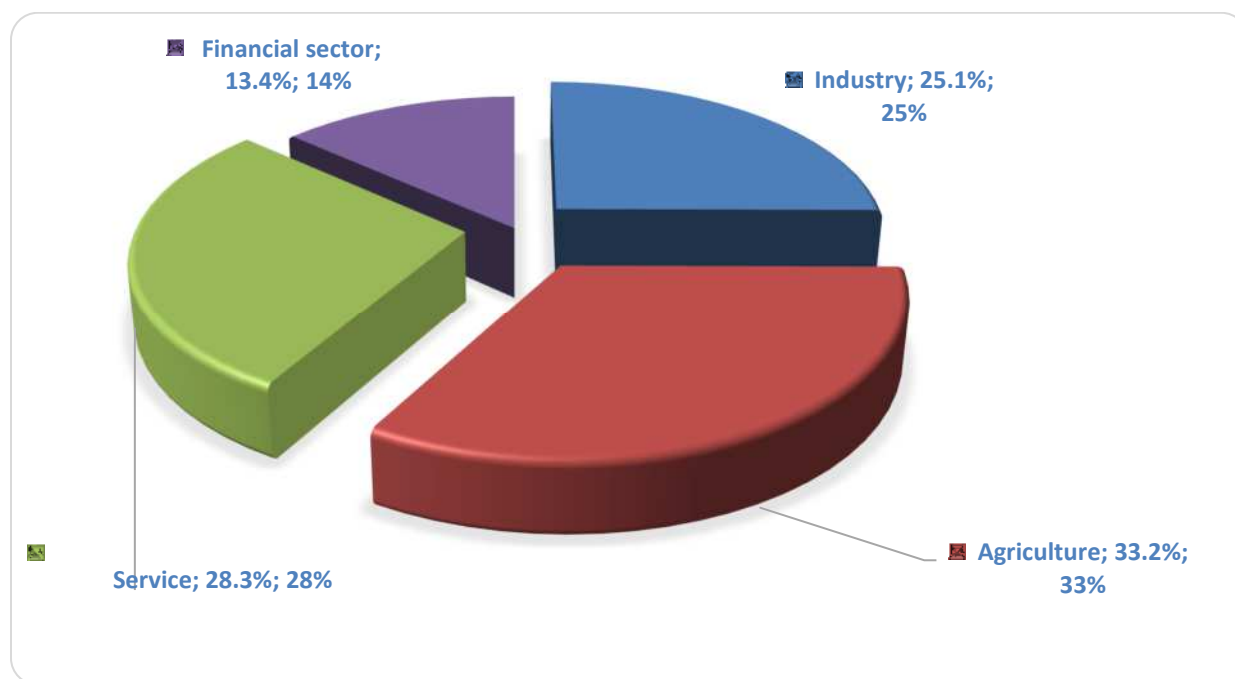


Figure 8. Sectoral structure of joint-stock companies operating in the country

As can be seen from the figure, one-third of the number of joint-stock companies are in the agricultural sector, while the service and industrial sectors account for 28.3% and 25.1%, respectively. The most active participants in the stock market are joint-stock companies of the financial sector, which account for 13.4% of their total number.

Analyzing by regions, we can see that the joint-stock companies are unevenly distributed across the regions of the republic (see Table 5). The data in Table 5 show that the majority of joint stock companies are located in Tashkent (36.4%), Tashkent region (7.9%) and Fergana region (7.4%).

The number of joint-stock companies in these three regions is more than half of the total number of joint-stock companies in the country, and the last places in this indicator are occupied by Syrdarya (16 JSCs) and Jizzakh (17) regions.

TABLE 5 TERRITORIAL STRUCTURE OF JOINT STOCK COMPANIES IN UZBEKISTAN [11]

№	Name of regions	Number of joint stock companies, pcs	Percentage of total, %	The value of the issued shares, bln. soum
1	The Republic of Karakalpakstan	20	3,35	90,44
2	Andijan region	36	6,03	783,20
3	Bukhara region	35	5,86	205,83
4	Jizzakh region	17	2,85	341,56
5	Kashkadarya region	43	7,20	2 811,41
6	Navoi region	19	3,18	2 477,20
7	Namangan region	21	3,52	177,97
8	Samarkand region	31	5,19	407,8
9	Surkhandarya region	22	3,69	103,51
10	Syrdarya region	16	2,68	206,67
11	Tashkent region	47	7,87	1 964,56
12	Fergana region	44	7,37	1 289,60
13	Khorezm region	29	4,86	210,64
14	Tashkent city	217	36,35	131 002,11
	total	597	100,0	142 072,51

However, in terms of the total value of issued shares, the Republic of Karakalpakstan and Surkhandarya region ranked last in the regional structure in terms of the value of securities of joint-stock companies.

In 2020, transactions with securities of issuers in 11 regions of the country were concluded. The largest volume of trade was in Tashkent region, 7839 transactions worth 275.64 billion soums were signed with securities of 49 issuers. Securities of 5 issuers from Andijan region participated in the auction, with them 2526 transactions worth 37.36 billion soums; Securities of 9 issuers from Tashkent region were traded for 34.19 billion soums. 3467 transactions worth UZS; 9879 transactions worth 32.55 billion soums (excluding SPO of Quartz JSC) were concluded with securities of 9 issuers from Fergana region. 6334 transactions worth 15.7 billion soums were signed with securities of 2 issuers of Navoi region. In Namangan region, one transaction worth 22.58 billion soums was made with securities of one issuer. In 2020, the issuers of securities in the remaining regions made transactions of not less than 2 billion soums.

The financial results of joint stock companies play an important role in the stock market. The State Assets Management Agency has compiled a list of the 20 companies with the highest net profit and the 10 companies with the most losses out of 1903 state-owned enterprises that reported the results of the analysis of financial statements for the end of 2020.

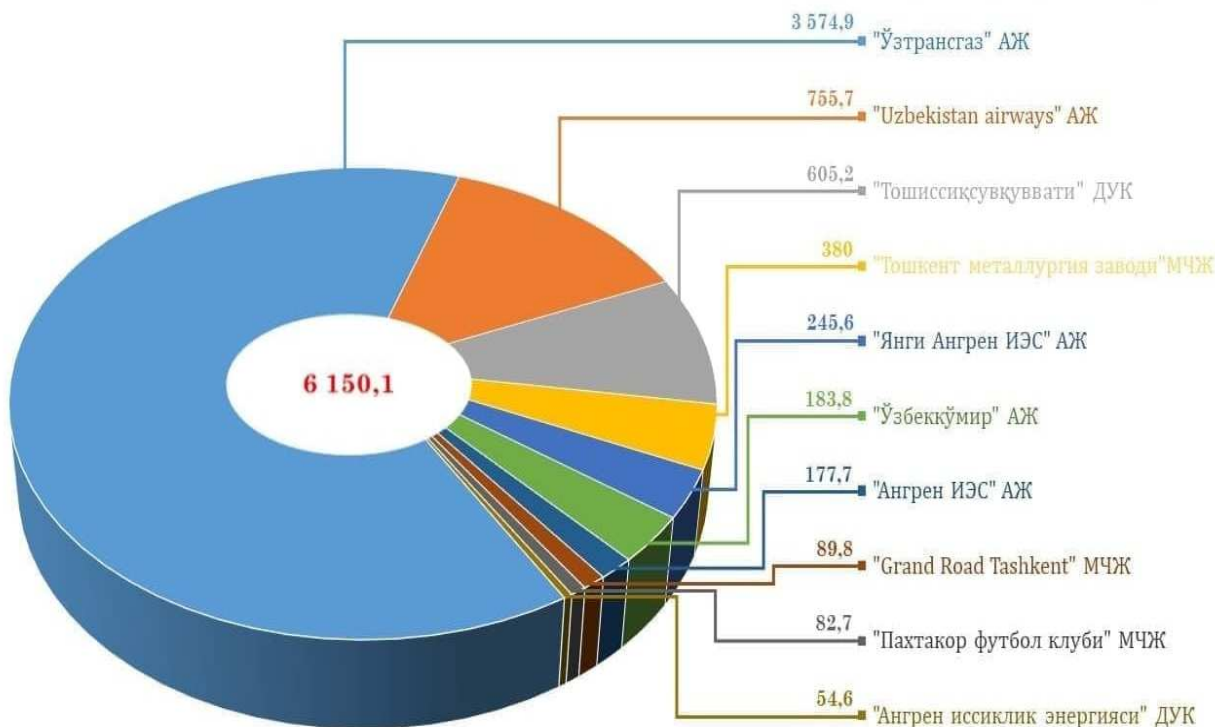


Figure 9. 10 state-owned enterprises affected in Uzbekistan in 2020, billion soums [12]

According to the figure, Uztransgaz was the most affected enterprise, with a total loss of 3574.9 billion soums, which is 58% of the total losses of the 10 enterprises shown in Figure 9.

We can see that among the affected state-owned enterprises in the picture above are joint-stock companies, including JSC "Uztransgaz", JSC "Uzbekistan Airways", JSC "New Angren TPP", JSC "Uzbekcoal", JSC "Angren TPP". This will definitely have a negative impact on the attractiveness of their stock and the market price.

However, it should be noted that in the structure of state-owned enterprises, which will benefit the most in 2020, joint-stock companies are also leading:

- JSC "Almalyk Mining and Metallurgical Combine" (3944.9 billion soums);
- Uzbekneftegaz JSC (3432.1 billion soums);
- JSC "Ferganaazot" (292.6 billion soums);
- JSC "Hududgaztaminot" (211.2 billion soums);
- Uzavtosanoat JSC (160.3 billion soums) and other JSCs.

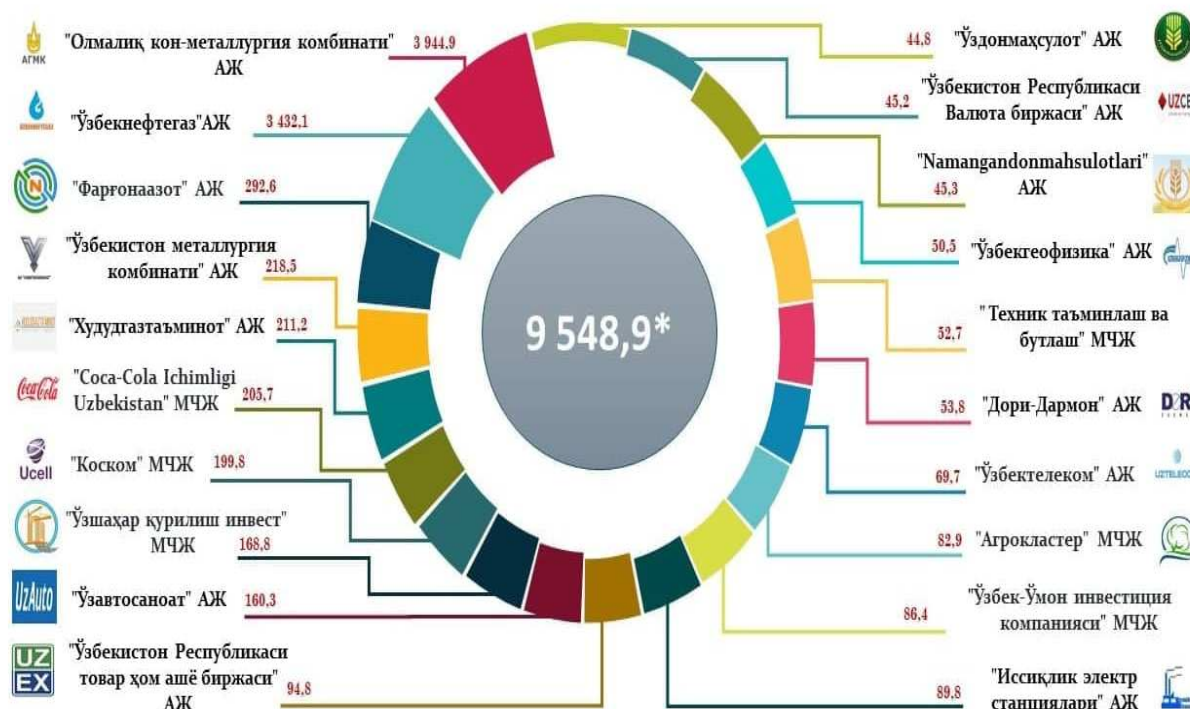


Figure 10. 20 state-owned enterprises that will benefit in 2020, billion soums [12]

The fact that 14 of the 20 state-owned enterprises with the largest profits in 2020, shown in Figure 10, are joint-stock companies, will certainly increase their ability to pay dividends from this profit, and will have a positive impact on the profitability of the Uzbek stock market.

The financial resources formed by the securities issued as part of the total resources of commercial banks in the form of joint-stock companies of the country are very weak, only 1.3% as of January 1, 2020, which was even lower in previous years (11- see picture).

At the same time, it can be concluded that in recent years, commercial banks have also issued subordinated debt obligations, the share of which as of January 1, 2020 amounted to 1.8%. Of course, if we compare this figure with securities in the practice of foreign banks, in 2019 this figure will be 11.6% in the Chinese banking system, 13.1% in Japan, 31.9% in Germany, 16% in the US and 11.4% in Russian banks [13].

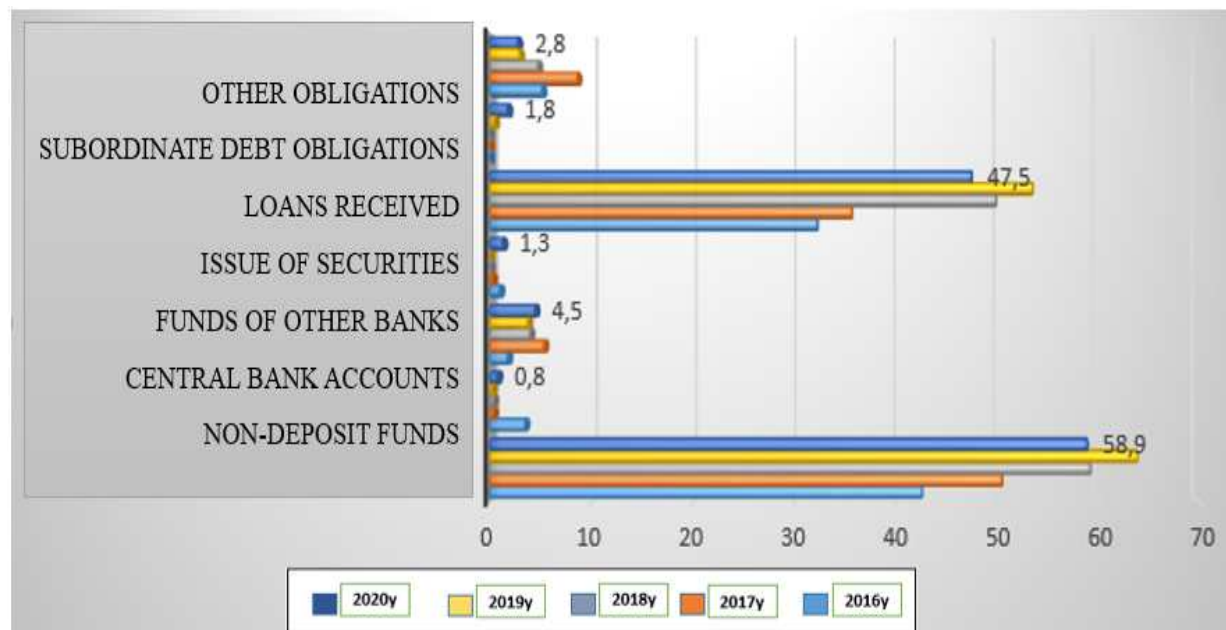


Figure 11. Share and dynamics of securities in the structure of non-deposit sources of commercial banks, in percent

As can be seen from the figure, in the structure of non-deposit sources of commercial banks in the form of joint-stock companies in 2020 attracted only 1.3% due to the issuance of securities, and 1.8% due to subordinated debt. This means that while the banks of the country attract funds mainly through deposit sources and the global credit market, the potential of the national stock market is not fully used by the issuing banks.

The Central Securities Depository shall ensure the single accounting of securities in the depository system of the Republic of Uzbekistan. During 2020, the Central Depository received 174 sets of documents for the issuance of securities from the Capital Market Development Agency. In 2020, the Central Depository accounted for a total of 95 issues, including 22 - primary, 70 - additional securities and 3 bonds. Changes were made to the parameters of securities issues of 7 joint-stock companies.

In connection with the liquidation, securities issues of 14 issuers, part of securities issues of 48 issuers and 10 bond issues were withdrawn from the Central Depository. During 2020, the Central Securities Depository has compiled 2,105 registers for holding general meetings of shareholders, as well as for other corporate actions. International codes were issued for 483 types of securities of 332 local issuers. This indicates the expansion of the local stock market.

In order to improve corporate governance in joint-stock companies, in particular, to provide remote voting for shareholders, the Central Securities Depository has introduced a new service "Electronic Voting - E-VOTE", which is designed to conduct general meetings of shareholders / supervisory board online. In 2020, the annual general meetings of shareholders of 59 JSCs using the new "Electronic Voting E-VOTE" service were successfully held remotely.

CONCLUSION

The analysis of the current state of the stock market of Uzbekistan has shown that the state has created sufficient regulatory, institutional, organizational and economic conditions for the functioning of the stock market in the national economy. In recent years, a number of measures have been taken to integrate into the global stock market. As a result, the capitalization of the stock market of our country and the number of participants tend to grow. In particular, the capitalization of the national stock market at the end of 2019 amounted to 52.5 trillion soums, as of January 1, 2021 - 54.8 trillion soums, ie annual growth was 4.7% despite the economic crisis caused by the pandemic.

However, there are some shortcomings in the field of securities trading, such as the uneven distribution of securities transactions throughout the year, the dominance of the stock market, which accounts for 87.2% of transactions and 99.2% of transactions, as well as the majority of issuers in Tashkent. low activity of issuers of other regions, underdevelopment of the secondary securities market, low number of professional participants, high share of state-owned enterprises in the issuers of joint-stock companies.

In addition, the most active participants in the stock market of Uzbekistan are commercial banks, whose securities are in high demand, and commercial banks account for more than 70% of trade turnover in securities. This means that other corporate structures are less active in the stock market.

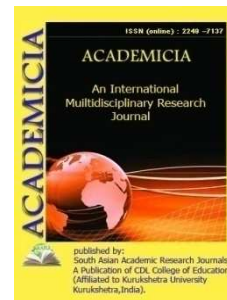
Therefore, the head of our state plans to increase the competitiveness of the capital market and increase its capitalization to 45 trillion soums by the end of 2023. soums, to increase the share of projects financed by the issuance of securities under the republican and regional investment programs to 5%.

Thus, we can conclude that the stock market opportunities in the national economy are not used enough, both individuals and legal entities prefer bank deposits guaranteed by law to maintain and increase savings, so the task of raising financial literacy of the stock market population is This will increase the level of use of market potential in this area.

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TECHNOLOGIES OF TEACHING STUDENTS OF A MEDICAL UNIVERSITY IN THE PROCESS OF STUDYING PHYSICAL DISCIPLINES

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ABSTRACT

In the preparation of a physicist, it is of great importance to acquire basic theoretical knowledge in the main disciplines taught in the junior courses of a medical university. Among them, in terms of volume and importance, the complex of physical disciplines of the curriculum stands out: general physics, nuclear and atomic physics, radiation physics, radiology and biophysics, which medical (physics) students study in the first year. The main task is to prepare the basic physical literacy necessary for the subsequent study of biological physics and radiation physics with the aim of further successful mastering of professional disciplines.

KEYWORDS: Medical Physicist, Diagnosis, Research, Radiation Physics, Training Of Highly Qualified Personnel, Diagnostic Devices, Teaching Methods, Professional Development, Educational Activities Of Students.

INTRODUCTION

It is known that physical knowledge is necessary to understand the principle of operation of diagnostic devices widely used in medicine today, such as: ultrasound, ECG, echocardiography, MRT, PET research, X-ray examination, CT (computed tomography), etc., for concepts of the molecular foundations of life processes, the peculiarities of the participation of various chemical compounds in the metabolism and energy processes of a healthy organism, as well as for the diagnosis of metabolic disorders in pathological conditions.

A detailed analysis of the quality of training university graduates shows that the creation of high-tech work programs, optimal plans for lectures, practical classes, seminars, workshops and other types of educational activities of students does not always lead to the desired end result - obtaining a highly qualified young specialist. It depends on many social and economic factors, as well as on the level of basic training of applicants and the correctness of their choice of their future profession. The use of general test results as a criterion for enrollment in the first year does not allow solving many existing problems, and the high score obtained often does not coincide with the appropriate level of the applicant's training.

Main part

At the departments of physics of medical universities among first-year students, entrance control of the level of residual knowledge in physics is carried out annually within the framework of the school curriculum. The results of this test using simple and simple questions show that a certain trend is being traced: the level of knowledge in physics within the framework of the school curriculum is systematically decreasing. In such conditions, it becomes more and more difficult to train high-level specialists. On the other hand, the difficulties and difficulties in teaching chemical and physical disciplines are associated with the need to study complex program material during the period of adaptation of students to the university system of education, adaptation to new forms of the educational process, entering an unfamiliar team, which requires the mobilization of many resources to achieve the set goals. Students still have insufficiently developed communication skills, many mechanisms of self-regulation and self-organization are reduced, which manifests itself in a significant part of the inability to outline lecture material, inability to express their thoughts aloud, and to deliver clear structured reports. These difficulties have increased markedly with the introduction of new state educational standards, according to which the classroom time for studying physical disciplines has been reduced by more than 3 times, with practically the same volume of curriculum requirements. Much attention in teaching is paid to lecture and seminar forms of training with obligatory intermediate certification.

However, all the same, the main ones are practical classes, in which the teacher has the opportunity to conduct individual work. From the first days of study at the Department of Biophysics, students, under the guidance of teachers, adapt to the conditions of work in the physical laboratory. Modern electronic teaching aids and areas such as information and communication technologies, multimedia technologies, and distance learning are gaining more and more importance in the educational sphere. Science is developing in this direction very intensively, because information technologies open up completely new dimensions of human consciousness, form a different way of thinking, create new opportunities for understanding the world around us.

MATERIAL METHOD

The basis of information technologies for teaching chemical disciplines is computer training, which allows you to simulate physical and chemical processes, technical devices, chemical reactions. More and more modern sets of didactic materials are being created for the course in general, atomic and nuclear physics, radiology, radiation medicine, biological and medical physics. These sets represent presentations, which are a sequence of slides related to a common theme, and multimedia fragments that show the dynamics of the corresponding physical processes and phenomena. Most often, these are difficult to understand sections: the mechanism of ray propagation, the mechanisms of the formation of chemical bonds, radiation hygiene and protection, the mechanisms of atomic and nuclear reactions. These didactic materials make it possible to replace obsolete visual teaching aids, such as tables, magnetic boards, filmstrips, films, and to consider complex physical processes and phenomena in stages and in dynamics. The mechanisms of many of them, when considered in this way, students understand and remember much better, since they cause a keen interest in the material, and therefore in physical disciplines, which significantly affects the quality and efficiency of the educational process.

The rapid development of computer technology has made it possible to develop and use in the learning process electronic textbooks, the possibilities of which are much wider in comparison with printed textbooks or conventional forms of education. Computer technologies are a modern source of information, a visual aid, an individual information space, a simulator, a control tool that can significantly improve the quality of education. In addition, the presence of a screen at lectures or seminars allows you to introduce elements of interactivity, conduct quizzes and testing on situational tasks, give assignments, etc. At the same time, the lack of funding and insufficient material and technical base do not always allow the implementation of this type of training in full.

The use of information computer technologies contributes to a significant increase in the level of knowledge among students, and for teachers it increases the time for individual creative work. It should be remembered that a teacher cannot only be a transmitter of knowledge, skills and information, he must be a teacher, a psychologist, and a psychotherapist.

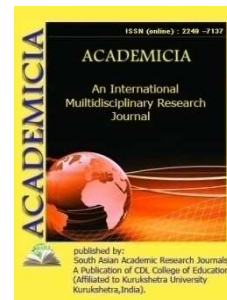
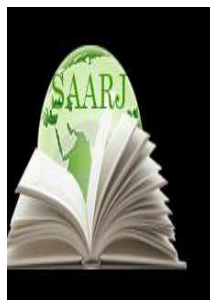
The practical part is represented by a laboratory workshop and the development of methods for conducting physical experiments necessary for performing research work. At the same time, much attention is paid to the rules of safe work in a physical laboratory. In the course of training, students acquire the skills to work with modern biophysical equipment: photoelectrocolorimeter, spectrophotometer, chemiluminometer, refractometer. Such an educational process contributes to the acquisition of not only in-depth knowledge of physical disciplines, but also the acquisition of practical skills in working in a physics laboratory. This indicates that the main incentive in the study of physical disciplines is the formation of interest based on specific examples of the use of knowledge and methods in clinical practice.

CONCLUSION

It is especially necessary to emphasize that the educational process in this direction also allows you to effectively carry out research work. Subsequently, the research work of students (SRWS) is an important means of improving the quality of training of future medical physicists, it allows directing the scientific and labor potential of students to solve the most important problems of modern health care.

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FACTORS AND MEANS OF INDIVIDUAL SPIRITUAL DEVELOPMENT

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ABSTRACT

The article discusses the specifics of raising the morale of the individual, the role of parents and family in educating young people as a harmoniously developed generation. It also highlights the importance of the widespread use of literature and art, which are the basis of oriental education, in instilling in young people a sense of respect and love for our national identity. It is worth sacrificing your head in front of your father and donating your whole body to your mother! If you want your two worlds to prosper, get the consent of these two people! The night is the light of the day - one is the moon and the other is the sun. The family is the basic unit of society. The upbringing instilled in the family, the notion of the Motherland, the people, the independence, the freedom, the imagination, will be imprinted on the child's heart for a lifetime.

KEYWORDS: *Spirituality, Oriental Upbringing, Duty And Obligation, Undeserved Service, Soviet Era, European-Russian Model, Ancestral Teachings, Perfection, Hazrat Bahauddin Naqshband, Spiritual, Emotional, Honesty, Classical Literature, Art, Writer, Poet.*

INTRODUCTION

There are many factors and tools for developing a person's spirituality. One of the great values of the Uzbek people, which has lasted from ancient times to the present day, never loses its significance - a high level of respect for parents. There is no one in the world who is kinder, dearer and more honorable to a child than a parent. Parents are the backbone of their children, their inexhaustible wealth.

Parents do not spare their children. That is the greatness that nature has given them. According to Uzbek morals, it is a sin not to greet the elderly and their parents. It is the duty of children to honor their parents, to be faithful to their immeasurable, grateful service, and to receive their blessings. This is one of the most important requirements of our national values.

As our great ancestor Alisher Navoi said, respecting parents is an obligation for children. Do the same for both of them, and the more you serve, the less you serve. It is worth sacrificing your head in front of your father and donating your whole body to your mother! If you want your two worlds to prosper, get the consent of these two people! The night is the light of the day - one is the moon and the other is the sun. Don't write anything other than what they say, and don't step outside the line they draw. Do all the work in a polite manner, and do the same with the word "dol" in the word "adab".

Admittedly, during the Soviet era, our national values of respect for the elderly and parents began to fade. Some of our young people seem to be losing their high moral values, such as respecting their elders and listening to their advice. People of other nationalities may not pay much attention to it, but we Uzbeks can't help but feel it.

It is intolerable for parents to take care of their children while they are living in nursing homes. From time to time, we hear that there are cases of assault on parents and even more serious crimes! This is not a simple shortcoming, but a low tolerance, a violation of our national values, a loss of humanity. It is natural that the question arises as to the root, the root cause of such atrocities, which tarnish our national values and the honor of the Uzbek people.

During the Soviet era, instead of propagating the teachings and teachings of our ancestors, our wonderful traditions were condemned, ridiculed, and considered heresy and superstition. Our national heritage has not been studied or promoted. Instead, we have glorified and promoted the European and Russian models of education, depriving our youth of our national values. As a result, we began to lose the life-tested riches of education, such as the influence of religion and morality, family, neighbors, neighborhoods.

Thanks to our independence, this has been stopped, and significant work is being done to eliminate such negative phenomena. Our values, such as respect for adults, kindness to children, respect for parents, kindness to children, which glorify a person as a human being, make him morally, spiritually beautiful and harmonious, are in the hearts of people, especially young people. It is a joy to begin to receive. The Basic Law of the Independent Republic of Uzbekistan - the Constitution defines the human duties and responsibilities of children to society, family and parents based on the basic ideas and rules of our national values. Article 66 states that adult, able-bodied children are obliged to take care of their parents.

Respect for one's parents is a child's duty and responsibility to society. It is our duty, our duty, our duty as children, that we all abide by the following Eastern requirements of respect for parents. Feeding parents, dressing them neatly, showing them to the doctor when they are sick, giving them the necessary medicine, constantly asking about their condition and health, not to say "uh" in front of parents should not be twisted. Then the parents will agree with their child. With the consent of the parents, the child will be blessed, his work will be successful, and he will achieve his goals.

Even if a child who is dissatisfied with his parents runs late, his work will not be blessed, and one will not be divided into two. There is a lot of wisdom in getting married, getting parental consent, getting a white blessing. All of the above is a handful of gold, a treasure for us. It means laying the foundation for our future. This world is the world again, you reap what you sow, what you did to your parents, it will come back to you from your children. That's the decent thing to do, and it should end there.

Here are some excerpts from the hadiths about the greatness of honoring one's parents. "If a Muslim child visits his parents in the morning in the hope of reward, Allah will open for him two gates of Paradise. If he visits one of them, he will open for him a door of paradise. If a child offends one of his parents, Allah will not be pleased with him until he approves of him "; "Whoever pleases his parents, he will have a tuba (tree in Paradise) and Allah will increase his life"; "The prayers of three categories of people are undoubtedly acceptable to Allah: the prayer of the oppressed, the prayer of the stranger, and the prayer of the parents"; "Let the child who has not been in heaven, with the consent of both or one of the parents in old age, be humiliated, humiliated, and humiliated again"; "Obedience to parents is obedience to God. To sin before him is to sin before God. "

We have already thought about the duty of a child to his parents. Parents also have a great responsibility to their children. The spirituality of children in the future depends in large part on the upbringing of the parents. Every parent should fully realize his fatherly and motherly duty to his child and understand his responsibility to him.

It is important for every parent to know that parenting is done in the following stages.

The first is parenting. It should start before the baby is born. That is, the health of the mother and father, the responsibility for raising the child must be taken into account. It means that a child, a parent who wants to have a child, should take responsibility for the fate of their future children and improve their health.

The second stage is care during pregnancy. This is a very, very important issue. In developed countries, pregnancy is estimated to determine 60% of the fate of the unborn. Measures during this period are taken by most parents.

The third period is from birth to 6-7 years. By this time, the main buds of the child's spirituality are formed. Then begins the period of nurturing and developing these spiritual buds.

Spiritual perfection can probably begin with the content of God in the cradle, with dressing the child and feeding him with an honest bite. As Hazrat Bahauddin Naqshband said, good deeds in a person are an honest bite.

This means that if a parent feeds his child honestly, he will grow up to be spiritually pure and honest. We forgot about it in the Soviet era, we didn't pay attention to it, and the system took education into its own interests and took it into its own hands.

As our wise people say, we must start raising a child before he or she is born, with the help of parents and the whole family.

The family is the first and foremost unit of society. Society is made up of these little particles. The family should be based on purity and chastity, mutual love, loyalty and devotion. This is an important factor for raising children.

The Uzbek family has its own internal rules, moral and spiritual criteria, which are not noticeable from the outside.

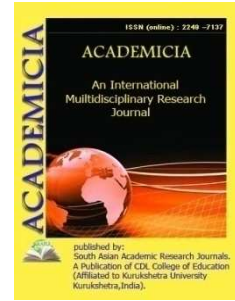
The family is the basic unit of society. The upbringing instilled in the family, the notion of the Motherland, the people, the independence, the freedom, the imagination, will be imprinted on the child's heart for a lifetime. Only when the family is strong, peaceful, prosperous and healthy can there be stability in society. As the President said, "We cannot create a popular ideology without understanding the role of the family in society, its educational and moral significance, and its approach to the family from the point of view of the interests of the nation." That is, we cannot succeed in our spiritual endeavors.

The most important thing we need to pay attention to is to inform the younger generation about our national Uzbek literature and works of art, to teach children to read more books. factor. Therefore, it is important to make the widest possible use of the mediating nature of works of literature and art, such as the artistic influence of educating people in a high spiritual and moral spirit. The power of literature and art lies in its popularity and intelligibility, in its ability to have an emotional impact on people's inner and spiritual worlds. It is important to take into account this feature of literature and art in the upbringing of a spiritually mature generation.

In the spiritual upbringing of our youth, our classic poets and writers such as Yusuf Khos Khojib, Ahmad Yugnaki, Ahmad Yassavi, Lutfi, Alisher Navoi, Abdurahmon Jami, Mashrab, Muqumi, Furkat, Abdulla Qodiri, Cholpon, Usmon Nosir, as well as Pirmkul Kadyrov, Odil Our writers such as Yakubov, Sayd Ahmad, Utkir Hoshimov; Our use of the works of such poets as Abdulla Aripov, Erkin Vahidov, Aydin Hojiyeva, Omon Matchon is of great importance in the spiritual enrichment of their hearts and spiritual world. The rich artistic and spiritual heritage they have left us is distinguished by its deep philosophical content and moral direction. All of this, as well as his passion for literature and the arts, is the result of the parents raising their children properly in the family.

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METHODS OF COPYRIGHT PROTECTION

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ABSTRACT

Currently, the traditional objects of civil law are used in many areas, not only in terms of tangible assets (property and property rights), but also in the form of intangible - the results of intellectual activity. The main income of the economies of the developed countries of the world is obtained as a result of the creation of new intellectual property, their use in business relations. This requires a solid legal framework and a legal mechanism that guarantees the legitimate interests of right holders.

KEYWORDS: *Legal And Non-Legal Form Of Protection Of Rights, Means Of Protection Of Civil Rights, Methods Of Civil Protection, The Right To Withdraw Evidence Without Prior Notice, The Requirement To Remove Copyright Infringing Information From The Internet.*

INTRODUCTION

Guarantees of the exercise and protection of civil rights are provided by law, and in the event of violation of these rights, each person is given the opportunity to protect their rights. The formation of legal protection for each object of intellectual property will depend closely on how the issue of copyright is resolved.

The protection of copyright objects is equated with literary works. In particular, this rule is reflected in the TRIPS Agreement [1].

Unlike other areas of law (for example, criminal law), civil law regulates normal social relations between equal subjects, rather than "starting" when the protected legal relationship is violated, and its participants enter into civil law relations in their own interests. However, this does not lead to the misconception that there is no need to protect civil rights and interests. After all, a normal civil legal relationship requires not only the recognition and respect of certain civil rights and interests, but also the provision of its perfect and reliable legal protection.

THE MAIN FINDINGS AND RESULTS

Civil law in the broadest sense implies the existence of legal, economic, political, organizational and other forms of protection of civil rights aimed at creating the necessary conditions for the exercise of subjective rights. In the narrow sense, it includes legal measures aimed at the restoration and recognition of civil rights and interests in the event of violation of rights or disputes in this regard. The protection of civil rights is achieved through the use of forms, methods and means of protection. There are two forms of protection of rights - legal and non-legal [2, p. 253].

The legal form of law enforcement is carried out by the competent authorities (courts of general jurisdiction, economic courts, arbitration courts). Claims, applications, complaints are considered as a means of judicial protection of civil rights. The non-legal form of protection of civil rights is carried out without recourse to the state and other competent authorities.

The legislature provided an arsenal of material, procedural, and procedural means of protecting rights. These include the implementation of legal and factual actions to apply the rapid response measure; objection, claim, counterclaim, explanation, complaint, application and other right necessary to protect subjective civil rights.

The Civil Code of the Russian Federation does not use the phrase “civil-legal means of protection of subjective civil rights” and the term is used in civilization to mean “prevention of civil offenses; restoration of violated subjective civil rights, which allows law enforcement agencies to carry out factual and legal actions of a legal nature in the framework of law enforcement relations; system of means provided for in the sources of civil law” [3, p. 199].

Means of protection of civil rights (in the broadest sense) - prevention of illegal actions of the offender; methods aimed at restoring violated subjective civil rights, activities of institutions and legal entities to apply and use them, manifested in the form of action or inaction provided by the state. Means of protection of civil rights (in the narrow sense) is a system of elements consisting of the order and methods of protection of property and personal non-property rights of subjects of civil legal relations, methods, measures, forms of ensuring the fulfillment of obligations [4, p. 55].

Methods of protection of civil rights are understood as substantive measures, which have the nature of coercion, enshrined in law, through which the violated rights are restored and the offender is affected. A general list of such measures is set out in Article 11 of the Civil Code, which in the general case may also be applied directly to the protection of copyright; for example, the recognition of copyright in cases of copyright infringement. Applying these measures may at first glance seem complicated to apply to the author's legal object.

The nature of civil litigation suggests that it is difficult to prove that a civil rights party has harmed an object.

Protection of civil rights may be exercised in other ways provided by law. For example, according to Article 1040 of the Civil Code, the protection of absolute rights by which material objects the absolute rights are violated; confiscation of those material objects and material objects created as a result of such violation, as well as compulsory publication of information on the committed violation; it can be exercised by entering information about who the infringed right belongs to.

According to O.Okuyulov, we need to bring our laws in line with the requirements of the TRIPS (*Agreement on Trade-Related Aspects of Intellectual Property Rights, TRIPS*). At the heart of this Agreement is the idea of improving the methods of protection of absolute rights and creating an effective mechanism. Therefore, these problems will be studied separately in the following chapters. At the same time, the Civil Code does not clearly state the legal protection of personal and non-property rights of authors and creators, and it would be appropriate to dedicate a separate article to this issue in the Civil Code [5, pp. 122-123]. In this regard, agreeing with the author, the personal non-property rights of the author, measures to protect these rights should be included in the current legislation of the Republic of Uzbekistan.

According to N.I. Fedoskina, the methods of protection of civil law fall into certain groups according to what kind of protection and application of copyright and related rights. Including:

- methods that can be used in the violation of any rights (recognition of the right, restoration of the pre-offense and prevention of actions that violate or threaten to violate the right, invalidation of the agreement and the consequences of its invalidity, compensation of damages, non-application by the court of an illegal act of a self-governing body);
- Methods of protection applied only in case of violation of exclusive rights (announcement of the court decision on violation of the right, use of technical methods of protection);
- Methods used only in case of violation of personal non-property copyright or related rights (compensation for moral damage);
- methods used only in the protection of exclusive rights (compensation for infringement of exclusive rights, seizure of counterfeit copies, seizure of devices, equipment and materials, liquidation of a legal entity, termination of the activities of an individual entrepreneur);
- Methods used only in the protection of relative copyright (compulsion to perform the duty in its original form, charging interest for the use of another's funds) [6, p. 6].

The methods of civil protection proposed by N.I. Fedoskina are divided into groups, including the methods used in violation of any rights, infringement of absolute rights, infringement of personal non-property rights of copyright; as well as the methods used in the protection of relative copyright are somewhat conditional. Because copyright and related rights are absolute rights. The category of absolute law (absolute law) is essentially applied to the category of property rights. The author has approached the methods used in the grouping only from the point of view of copyright and related rights subjects, depending on the types of copyright and related rights. It is also advisable to group the form of legal protection according to the types of intellectual property.

In our view, legal protection here can also be classified according to the protection of property and personal non-property rights of authors or right holders. It should be borne in mind that many methods are relatively convenient and can be used effectively by right holders in the protection of property and personal non-property rights.

In addition, some of the above methods, including liquidation of a legal entity, termination of individual entrepreneurial activity, although provided for in the legislation of the United States and other foreign countries, are not provided for in the legislation of the Republic of Uzbekistan.

According to Article 65 of the Law of the Republic of Uzbekistan “On Copyright and Related Rights”, the author, holder of related rights or other holder of exclusive rights must compensate the infringer for damages in the amount of income that he could receive under normal conditions of civil proceedings. . If the infringer has received income as a result of infringement of copyright or related rights, the right holders may demand, among other damages, compensation for the lost profit in an amount not less than such income. The author also has the right to demand compensation for damages, regardless of the fact of damage, depending on the nature of the offense and the degree of guilt of the offender, taking into account the customs of the offender. In this norm, the legislator gives the author the right to demand compensation for lost profits and damages. At this point, some expansion of copyright protection methods has been achieved.

Z.Akromkhujayeva studies the issues of protection of intellectual property rights. In his view, the main way to protect rights is to recognize the right, restore the pre-infringed state, and prevent actions that violate or threaten to infringe the right [7, p. 13].

In this case, Z. Akromkhujayeva does not disclose the scope of protection of rights provided by the legislature. In addition, all methods provided for in the legislation are applicable at the discretion and at the discretion of the right holder. Therefore, it is necessary to study the methods and means of protection of intellectual property rights in terms of their characteristics, individual and specific aspects.

According to B. Ahmadjanov, Article 63 of the Law of the Republic of Uzbekistan “On Copyright and Related Rights” restores the pre-infringed status and prevents actions that violate or threaten to infringe the right, confiscation of contract copies, disclosure of information about the right holder requirements should be included [8, p. 20].

However, the proposed norms are contained in these laws. For example, Article 66 of this law stipulates that counterfeit copies of works and objects of related rights, as well as materials and equipment used in their preparation and reproduction, as well as other means of the offense shall be confiscated in court in accordance with the law. Information about the real owner of the right is the same as the recognition of copyright and the protection of personal non-property rights of a citizen. Here we can support the author's ideas on the implementation of such methods in the protection of exclusive rights to intellectual property as “Anton Piller’s order”, “Mareva’s judicial ban”, “Norwich Farmakl tool” [8, pp. 17-18].

Here it is necessary to pay attention to the specificity between the legal systems and the characteristics of intellectual property. The mechanism of protection of intellectual property, their introduction into commercial circulation requires special attention to the rules for the implementation of certain legal protection measures.

For example, the British legal system has the *Anton Piller Order*, which gives the right to withdraw evidence without prior notice and is important when rights are violated. This serves to prevent the destruction of relevant evidence, including in cases of copyright or patent infringement. The procedure was named in 1975 as a dispute between “Anton Piller KG v Manufacturing Processes limited”, in which a lawsuit was filed over the theft of trade secrets. The general application of this method has been somewhat suppressed by the passage of the General Civil Courts Act in 1997.

The main advantage of the Anton Piller Order is that this court order can be issued by the court without appealing to the defendant. As a general rule, a court order is issued during a trial initiated by the parties. This circumstance informs the other party in advance that the plaintiff is willing to obtain a court order through the court. This circumstance invalidates all the actions and attempts of the plaintiff to find the necessary evidence. Because the defendant will easily have enough time to destroy the evidence [9, p. 126].

If the Anton Piller Order can be applied in the protection of infringed rights, there will be an opportunity to prove the infringed status and the infringer will not be able to destroy the case and the evidence that is important for resolving the dispute. Therefore, it is expedient to establish a rule on written evidence in the Code of Civil Procedure of the Republic of Uzbekistan.

CONCLUSION

Users or competitors receive information about copyright, property, and personal non-property rights directly through the Internet (e.g., members of the Internet community, clubs). Rejection of the dissemination of false, illegal information available here should be done in the same way. In this regard, Article 100 of the Civil Code stipulates that this information must be in the media, even if it provides for the rejection of information in the media, if the information that infringes on the honor, dignity or business reputation of a citizen is disseminated in the media; it cannot be applied directly. Although electronic media is also available under the law, resources on the Internet, users and other individuals do not always have this status.

Therefore, it is expedient to include the following norm in the tenth paragraph of Article 65 of the Law of the Republic of Uzbekistan "On Copyright and Related Rights":

"If infringing information is available on the Internet after it has been disseminated, the infringer has the right to request the removal of the relevant information from the Internet, as well as a rebuttal to the extent that the information is available to Internet users".

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WEAK INDIAN RUPEE – ISSUES AND CHALLENGES

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ABSTRACT

The Indian rupee crashed to a new life time low which has the potential to leave a lasting scar on the economy and corporate who are already bruised by the slumping output, declining consumer demand and high interest rates. Oil Company, Corporate and FII are creating heavy demand for dollar in the market which marked to 53.72. As long as currency like euro & pound are weak against the dollar the rupee too will remain weak. It is sure that if the situation continues it will affect the Indian economy. The rupee come under pressure as FII cut their position in the domestic equity market and converted the sales proceeds into dollars for repatriation to their home countries. India has been weighed down by the twin deficit trade and fiscal.

KEYWORDS: *Equity Market, Euro Zone Crisis, Refinancing, Foreign Exchange Market.*

INTRODUCTION

Investors usually won't spend much time on studying the currency movement. Many skipped the news of the Indian rupee hitting as low of against the dollar, even though it would hurt the economy and it also increase the inflation. Rupees did not get as much priority as Sensex/Nifty even in business journal/television. Investor genuinely doesn't understand the currency market to make sense of such news. Market expert attributed the weakness in rupees will slow down the domestic growth leading to weak stock market, widening trade gap, and political log-jam in

attracting long term capital flow. In this context this paper attempts to highlights the major issues, challenges and its possible impact on the economic growth.

ISSUES AND CHALLENGES

Oil Company

Oil Company like HPCL, BPCL and IO and corporate bought dollar desperately put pressure on heavy dollar demand, the rupee breach the 53 mark to the dollar. There were rumors that RBI would give direct access to oil company from their reserves, but yet there was no confirmation. If the RBI does there would some relief as the oil company would not come to the market.

Inflation

India imports almost 80% of its crude oil requirement. India is importing inflation through oil import route because of depreciated rupees. Currency depreciation will put more pressure on inflation. Strictly speaking inflation and lack of infrastructure will pull down the productivity gain of our country.

External factors and Domestic factors

External factors and domestic factors will pay a big role. Global risk and weak domestic prospects (IIP figure, lower domestic growth forecast) will continue to keep the bias titled towards a weak rupee in the near to medium term. RBI is yet to take a decision whether to introduce in the forex market to protect the Indian currency, linking the decline to rupee to the sovereign debt problem in Europe. Lack of firm plan to tackle the Euro zone crisis is seem as a negative for the currency and is driving investor to safe heaven currencies like dollar. European bank are not willing to lend to the emerging market due to debt crisis in euro zone. Apart from Euro zone worries, the high short term interest rates in India could also keep the rupee under pressure.

Risk aversion

Risk aversion is prompting FII to cut equity position in India and other emerging mark economies and invest in save heaven like US treasuries and gold. Te rupee come under pressure as FII cut their position in the domestic equity market and converted the sales proceeds into dollars for repatriation to their home countries. India has been weighed down by the twin deficit trade and fiscal. But inflow in the form of FDI, FII and ECB mostly from European bank were strong which helped the currency so far cannot be expected in the future.

Apparel Industry

Rupee depreciation has not had an immediate impact on the apparel industry. Rupee depreciates close on the heels of cotton price rise and excise duty will be a big blow. There will be no large scale impact on those brands that have less import content.

RBI intervention

RBI is believed to have pressed dollar sales through PSB to stem the depreciation of rupees, this action did not have the desired impact, RBI ability to intervene in the foreign exchange market in the limited clouded the rupee sentiment. As long as currencies like euro and pound are weak against the dollar the rupee too will remain weak.

Importer

India remains a net importer of goods in foreign trade. A sharp depreciation in the rupee in recent times could pose a challenge for the import bill.

Debt inflow

With the increasing interest rate differentials between India and developed world, there was a sizable increase in debt capital inflow into the country. In the last couple of years India overall external debt outstanding of June 2011 was 317 \$ billion, an increase of 38% in last two years. Additionally sizable part of Indians external debt is believed to be financed by European bank, which were the most active lender to emerging Asia which is higher than US and Japanese bank put together. With the ongoing re-capitalized needs of European banks it is likely that these banks will be less forthcoming in refinancing India corporate debt in future.

Current account deficit

So long as the current account is in deficit the natural tendency of the rupee is to fall whether and how much it falls depends on the pace and direction of capital flow and RBI intervention

CONCLUSION

Corporate India is a net borrower of dollar and the extent to which it affects the balance sheet depends upon the depreciation of rupees. Company with foreign debt on their books is badly affected if this situation continues. With the rupee depreciating against the dollar the company will need more rupees to repay their loans in dollar. This will increase the debt burden and lower the profit. Uncertainties in the Euro-zone and Moody's decision to review its rating for European countries are also adding to worsen the rupee anguish. In this scenario it will be better for the investors to stay away from investing in the company with high foreign debt.

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THE ISSUE OF FAITH IN NAVOI'S WORK

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ABSTRACT

This article focuses on the issue of faith in the works of Alisher Navoi, in the epic "Hayratul-abror" and other works. The concept of faith is defined. Used as an example from some of his stories. In it, the poet addresses the king directly: "O splendid sultan of the world, he has given you the rightful dominion, raised your hand and humbled the people, not the great ones. In addition to the religious content of the story, there are also mystical views, which deal with the status of danger in the sect. According to Najmiddin Kamilov's book "Sufism", danger is the sixth status of the sect, which implies the fear of tax evasion, the danger of the devil's tricks.

KEYWORDS: Iman, Navoi, Hayratul-Abror, Trust, Belief, Story, Sheikh Boyazid, Epic, Sheikh, Mysticism And Others.

INTRODUCTION

Before looking at Navoi's work, it is necessary to answer the question of what Iman is. IMAN (Arabic - belief, belief) is one of the five pillars of Islam. Belief in Allah, His angels, the Day of Judgment, destiny and the resurrection. Today the word faith is also used in the sense of conscientiousness, honesty, purity, love of country. Well-known orientalist Ye. Considering the same aspects of E. Bertel's Hayratul-abror, In his monograph entitled "Nizami" he wrote: "Although Navoi

Like most of the epics written in response to the poem Mahzanul-asror

It has a Sufi color and the plots of the fables are about Sufi saints

Although it is taken from manaqibs, but it can be said that it was written in response to Nizami's "Mahzanulasror" and was a political feature of Nizami's epic. is the only work that can maintain sharpness. "

In Navoi's Hayratul-abror, the king and his officials, the hypocritical sheikhs, the greedy. He is a satirist, criticizing feudal lords and corrupt officials

He brought poetry and epics closer to the needs of real life.

At the same time justice, humanity, diligence, generosity, love and love, honesty, truthfulness, enlightenment, and so on and socio-political and philosophical thought with verses glorifying human qualities level, raised the militancy of poetry even higher.

In addition to a few chapters on the preface to Hayratul-abror, 20 articles, each consists of 20 poetic stories per article, in each of the articles Navoi is a socio-political or moral problem necessary for his time

It is deeply rooted in the life of its time, in the state of the social strata and analyzes in detail and expresses his humanistic attitude to it. For example, when it comes to generosity (fifth article) the poet speaks of generosity and generous people praises them and urges them never to turn to greed. However

It is strongly condemned to squander wealth to make a name for oneself.

The issue of faith is also mentioned in the epic "Khamsa", which is the flower of Alisher Navoi's works. In particular, the epic "Hayratul-abror" consists of 20 articles:

1. about faith
2. in the chapter on Islam
3. Salotin chapter
4. about RiyayHirqa Posh
5. In the chapter on cabbage, nobility, generosity
6. About etiquette
7. In the chapter on satisfaction
8. About fidelity

Articles such as The first article is also devoted to the interpretation of faith. Articles begin in Chapter 22. Article 1 is about faith, Article 2 is about Islam, and Article 3 is about kings. In it, the poet addresses the king directly: "O splendid sultan of the world, he has given you the rightful dominion, raised your hand and humbled the people, not the great ones. But know that you are a weaker servant than most of them ... The truth is entrusted to you. The first task is to give thanks for the blessings you have given, and the second is to honor the people, to give them their due, to protect them. It is entrusted to you. If you have done such harm, consider him a snake that will destroy you ... Innocent Lord, but if you have sinned, repent. If you have done injustice, do justice. " Thus, each article is devoted to one topic. The poet first introduces the subject. He reacts to it, that is, confirms or denies it, and gives an exemplary story on the same subject. It is not for nothing that Hamsa begins the subject of perfection with faith, because the main idea of the epic is to describe a perfect man. The main sign of perfection is faith.

Who in the world melts man,

You know, the sign is believing in him.

A. Navoi says, "Whoever has three signs of faith, he is a real person" and shows patience, gratitude and humility as these signs:

So, let's call it a human being

Whoever is patient, thankful and shy.

After the description of the perfect man, he dwells on the interpretation of faith. Hazrat Navoi gives six interpretations of faith: Belief in the existence of truth; Belief in the prophets;

Belief in angels; Belief in the holy books, which are the words of God;

Belief in the Day of Judgment; Fate has always believed.

After thinking about faith, Navoi narrates the story of Sheikh Boyazid Bistomi and his murid. In the story, one day, when Sheikh Boyazid Bistomi was asked about the reason for his grief, the sheikh replied that he was saddened by the fact that there were few real people in the world. When the murid says that he considers the sheikh to be one of the real people, the sheikh says that he considers himself among the hundreds of thousands of wanderers, and that he cannot be considered a human being unless he leaves this world with faith. In addition to the religious content of the story, there are also mystical views, which deal with the status of danger in the sect. According to Najmiddin Kamilov's book "Sufism", danger is the sixth status of the sect, which implies the fear of tax evasion, the danger of the devil's tricks. The nafs is such a powerful enemy that it is always in danger that the passion may interfere with the faith, even though it has the status of repentance, vara', poor, and patience

Kim chuvido `aylagusijonanga,

If the companion dies, there is no faith in him.

Navoi has a feature that he perfects the idea he puts forward in one work in another. In particular, Navoi says in Nazmul-Jawahir that "man's faith is manifested in his fidelity to his covenant." This means that a person's faith is manifested in his fidelity to his covenant.

His faith melts into disbelief

The point is, he is capable of it.

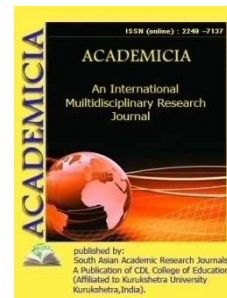
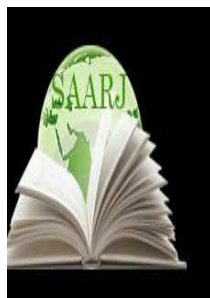
Everyone is skilled in the work of faith

Know your faith, your horse will melt.

From these thoughts of Navoi it follows that the faith of every person should be perfect. Ever wondered? It is no coincidence that Alisher Navoi began his work "Hayratul-abror", the beginning of "Khamsa", with an article about "Faith", its main condition is faith. That is, only those who have patience, gratitude, and vitality are worthy of the honorary title of HUMAN, and those who are far from the faith cannot be called by that title. " It follows that the factor that makes a person a human being is his faith, a believer never starts doing bad things, he is always accompanied by faith, and his faith protects him from evil and deception. The article on Iman contains the story of Sheikh Boyazid. So, we can understand that Navoi began the preface of his works, the first epic of "Khamsa" with an article on faith, which is the highest sign of humanity, which distinguishes it from other beings not only by consciousness, but also by faith.

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THE EFFECTIVENESS OF THE USE OF MOVING GAMES IN THE DEVELOPMENT OF OPERATIONAL-STRENGTH QUALITIES OF YOUNG VOLLEYBALL PLAYERS

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ABSTRACT

This article is aimed at studying the effectiveness of the use of moving games in combination with different styles in the development of operational-strength qualities. The first digit player holds the stick in the middle of the circle perpendicular to the ground. With a solid voice, he'll call the digital player he wants and release the stick. The player who is called must hold the stick, which quickly falls. During the same competitions, it is inevitable that the longer an athlete can keep his or her work capacity in terms of quality and efficiency, the more "strength" he or she can gain, the more success he or she can "laugh" at him.

KEYWORD: *Volleyball, Fast-Strength Quality, Technical Tactical Elements, Pedagogical Research, Special Physical Quality.*

INTRODUCTION

Achieving high results in modern sports practice is associated with the ability of the athlete to maintain a high quality and effective working capacity for a long period of time.[1]

The duration of competitions in various sports is determined by the rules of international competitions. During the same competitions, it is inevitable that the longer an athlete can keep his or her work capacity in terms of quality and efficiency, the more "strength" he or she can gain, the more success he or she can "laugh" at him. In other words, the quality and efficiency and level of the work ability to be maintained for more or less time is determined by how well the types of general and special endurance qualities are developed.[2]

The problems of the development of technical tactical elements in sports games by the leading specialists of the Republic of Uzbekistan, Foreign experienced pedagogues, many scientists have

found their solution in many scientific and methodological literature. L.R. Ayrapetyans (2006), A.A.Pulatov (2012), Sh.X.Israilov (2014), Z.B.Boltaev (2019), including from foreign scientists V.M.Zatsiorsky(1995), L.P.Matvyev(1997), V. N. Sakalov (1999), David Lavalley, John Kremer (2004), Edmunds J, Ntaumani N (2006), V.Y.Ignateva, A.V. Ignatev, A.A.Ignatev, Y.D.Zheleznyak (2018), who conducted scientific research in the years.

Speed-the use of moving games in combination with different styles in the development of strength qualities is effective. Based on the purpose of this work, we used motion games to develop the quality of speed. We divided the participants into 2 groups, from 10 people. In the first group, the training was conducted on the basis of a traditional program. The second group exercises were followed by action games. Helping the second group develop operational-strength quality "Olomon poyga", "Qo'vlashmachoq", "Qo'l ushlab qo'vlashmachoq'yini", "Yiqilayotgan tayoqcha", "Qarmoqcha", "Qurbaqacha sakrash estafetasi" o'yinlari berildi.

"Olomonpoyga" the riders of the team whose game is given pocket handkerchief with a signal ride their horses and send pocket handkerchief across. The riders of the second team try to master the pocket handkerchief, which is being transferred. If they achieve this, then in turn they will begin to stretch pocket handkerchief among themselves. Pocket handkerchief is given in the event of falling to the ground.

"Qo'vlashmachoq"beginner says I will chase up his hand. After that, all the players run inside the field. The beginner will try to catch the runners. The captured player takes the place of the beginner. The game continues in this way.

"Qo'lushlabqo'vlashmachoq'ynash". For the game, all sides of the field are limited by a line. The corporal stands among the players. Players will all be scattered across the field and run away. A bully will want to catch a child. At the moment when the danger does not arise, he can hold hands with him by calling his next companion to him for help. Those who hold hands are not considered caught. If a mother holds a child who does not turn to hold hands with her partner, she will share her role with the same seized child. If the mother cannot catch anyone for a long time, another mother is appointed. The game continues in this way. A player who is not caught in general is considered a winner.

"Yiqilayotgantayoqcha" game. All players stand around the circle with a diameter of 6-8 m and count consecutively. The first digit player holds the stick in the middle of the circle perpendicular to the ground. With a solid voice, he'll call the digital player he wants and release the stick. The player who is called must hold the stick, which quickly falls. If the stick cannot be held, then there will be a manager. It is not possible to put a stick without a digital call. Players must not interfere with one another.

"Qarmoqcha" all children are made of circle dressing. When the beginner stands in the middle of the circle and spins the rope around himself, the players jump so as not to touch the bag. The game continues in this way.

1-TABLE THE LEVEL OF DEVELOPMENT OF OPERATIONAL-STRENGTH QUALITY IN THE CONTROL GROUP AFTER PEDAGOGICAL RESEARCH (N=10)

№	Name, Surname	Jump on the ball where it stands, m	Jump up and down, sm	4x10 shuttle race to m, s
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1	Abdullaev SH.	21	31	11,6
2	Azimov SH.	22	32	11,5
3	Turdiyev R.	20	31	11,5
4	Xabibullaev A.	21	31	11,5
5	Xayitboev S.	22	32	11,3
6	Ibragimov Z.	23	33	11,2
7	Iskandarov A.	23	32	11,1
8	Kenjaev A.	22	32	11,1
9	Matkarimov I.	21	33	11,2
10	Navruzov A.	22	33	11,2
	Z xi	217	320	113,2
	Min-max	20-23	31-33	11,1-11,6
	$X \pm 8$	21,7 \pm 0,6	32,0 \pm 0,9	11,32 \pm 0,4

“Qurbaqachasakrashetafetasi” two teams are formed and one player from each team stands on the start line. Whoever first goes to the specified finish will win. In this way the game will continue.

The degree of development of operational-strength qualities in children engaged in both groups after pedagogical research is presented in tables.

2-jadval

THE DEGREE OF DEVELOPMENT OF THE QUALITY OF CHEWING AND FASTNESS IN THE RESEARCH GROUP AFTER PEDAGOGICAL RESEARCH (N=10)

№	Name, Surname	Jump on the ball where it stands, m	Jump up and down, sm	4x10 shuttle race to m, s
1	DJurayevM.	24	34	10,2
2	Raximov J.	22	35	10,3
3	Rahmatov Sh.	23	34	11,0
4	Ruzimov I.	24	33	10,2
5	Rametov M.	24	33	10,3
6	Sapaev E.	24	37	11,0
7	Ulliev A.	24	37	10,3
8	Shomuratov U.	25	36	10,4
9	Xujaev D.	24	36	10,9
10	Kurbonov J.	25	36	11,0
	Z xi	239	351	105,6
	Min-max	22-25	33-37	10,2-11,0
	$X \pm 8$	23,9 \pm 0,2	35,1 \pm 0,3	10,5 \pm 0,1

If the results of both groups were compared before and after the study, the mean results in the control group at the height jump test at the place of standing were only improved from 20.8 to

21.7 and increased by 4.3%, this indicator in the research group was improved from 21.5 to 23.9, that is, the increase was 11%. While the difference was 0.9 in the control group, the difference was 2.4 in the research group.

In the control group at the height jump test, the average results were improved from 31 to 32 while the increase was 32 % while the research group average result was improved from 32 to 35.1 and the increase was 9.7%. If the difference in the control group was equal to 1, the difference in the study group was equal to 3.1.

3-TABLE BEFORE AND AFTER PEDAGOGICAL RESEARCH IN BOTH GROUPS

№	Test exercises		Groups	
			Control X ± 5	Study X ± 5
1	Jump to the height where it stands , m	Before the study	20,8±0,9	21,5±0,7
		After the study	21,7±0,6	23,9±0,2
2	Jump up and down , sm	Before the study	31,0±0,4	32,0±0,6
		After the study	32,0±0,9	35,1±0,3
3	4x10 shuttle race to m, s	Before the study	11,7±0,8	11,5±0,5
		After the study	11,32±0,4	10,5±0,1

Results (n=20)

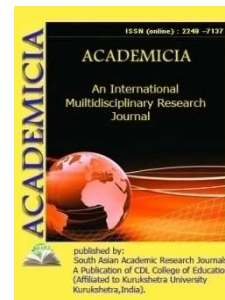
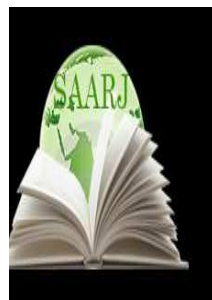
While in the 4x10 to m shuttle jump test, which develops speed, the average result in the control group was improved from 11.7 to 11.32 and the growth was equal to 3.3%, the average result in the research group was improved from 11.5 to 10.1 and the growth was 9.4%. The difference in the control group was 3.8, while the difference in the study group was 10.0.

In the study group, the exercise performed for 6 months in different styles, that is, using special exercises and moving games, resulted in an increase in the quality of chewing gum and fastness.

So, he found his own proof that the use of different methods in the development of special physical qualities of young volleyball players is effective. Therefore, the results of pedagogical research conducted by us, the use of moving games in the development of their special physical qualities, the introduction of their methods into the preparatory process, have an important role.

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DETERMINATIVE SUBORDINATE CLAUSE FORMING MEANS IN THE UZBEK LANGUAGE

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ABSTRACT

The article gives an idea of the determinative subordinate clause composite sentences to be studied in the current Uzbek language science, their types and the means of their formation. Even if the subordinate clause is in the form of an extract in the form of a sentence, the content will not be the exact copy of the sentence pronounced by the person. It can be seen that determination subordinate clause is also the dominant part of a joint sentence, although it is the owner of the root structure of a joint sentence, but it cannot be completed according to its content and syntactic form. Composite sentences the most subtle, unobstructed aspects of the eye teacher thirty years ago G.Abdurahmonov mentioned in his works. But science is always in development, therefore, in linguistics there are always areas that either need to be considered new, or are closely related to the general development of world languages.

KEYWORDS: *Composite Sentences, Determination, Conjunction, Component, Sign, Explain.*

INTRODUCTION

The subject of composite sentences in linguistics has become problematic from time immemorial, and even today it cannot be called free of problems. This is due to the fact that composite sentences constitute one of the highest and most complex degrees of thought expression and syntactic form. Also different sides of this issue, in principle, their semantic features M.Askarova, F.S.Ubaeva, K.Nazarov, S.Ravshanov analyzed in the works of such scientists. In Uzbek linguistics, the classification of subordinate clauses is generally close to the classification of subordinate clauses in other languages. This is not accidental, Of course. Because the theory of subordinate clause in Turkic languages, as well as in other languages, is inextricably linked.

Composite sentences and their types have been studied much more perfectly in Turkic languages, including on the basis of Uzbek materials. Composite sentences the most subtle, unobstructed aspects of the eye teacher thirty years ago G.Abdurahmonov mentioned in his works. But science is always in development, therefore, in linguistics there are always areas that either need to be considered new, or are closely related to the general development of world languages. One of such areas is the question of the use of a language in speech, which is currently relevant in the framework of general linguistics.

It is known that until today, language materials have been studied for a semantic – grammatical purpose. However, the issues that were directly related to their transfer to speech were overlooked.

Determinationsubordinate clause in joint sentences, basically, the relationship between two denotative phenomena is expressed. It is desirable to distinguish between determination subordinate clauses with one link section and two link sections according to the specificity in the expression of denotative events.

Determinationsubordinate clause is determined by the subordinate clause in joint sentences the content of any part of the sentence expressed in nouns or pronouns by the subordinate clause. Therefore, the governor connects the sentence to a noun or a part of speech expressed by a pronoun and determines its meaning and interprets the subordinate clause, which is called the determinationsubordinate clause.

Determinationsubordinate clause joint sentences are studied as four in the current Uzbek language science:

1. Generalizing-Determination.
2. Comparative-Determination.
3. Determination-explanatory.
4. Special type of determinationsubordinate clause.

1. The content of generalizing-determinationsubordinate clause joint sentences will be related to generalizing. In the subordinate part of such a compound sentence, the noun is used in the singular, who, who-who, someone of relative pronouns, like whom, in the subordinate part, and in the subordinate sentence its pronoun is used without a sign or a sign:

Kimki topishmoqning javobini topa olmasa, uning holiga voy! (Uzbek folk tales, 27-page).

Kimning gapi yolg'on bo'lsa, o'shaning ikki pagei qora bo'lib qoladi (Uzbek folk tales, 38-page).

Malikaga kim haqiqatni aytsa, tilini sug'urib olaman (Uzbek folk tales, 41-page).

In the context of the general sentence in joint sentences like this **uningor o'shaning** the pronoun is a defined word, subordinate clause contained in (**kim, kimni, kimda-kim, kimki, kimning**) and the relative pronoun is a wide-meaning determinationless. Because this relative pronoun among determinationsubordinate clause has a special position.

The identified word in the main sentence can also be lowered in order to ensure the content of the sentence and its formal compactness. But its presence is felt from the general meaning of the sentence.

Generalizing-determinationsubordinate enters into a syntactic relationship (suffix-sa) through a conditional verb form with the chief sentence of the clause. One of the determinations in the composition of the compound sentence, and the identified words, dictates the second and is pronounced accordingly in tone.

2. Comparative-determinationsubordinate clause in the dominant part of the joint sentences **shu, o'sha, shunday** one of the pronouns, and in the subordinate part, respectively **qaysi, qanday, qay** apply one of the relative pronouns, such as:

Pari qanday pydo bo'lgan bo'lsa, yana shunday g'oyib bo'libdi (Uzbek folk tales. 116-page).

Quyond qaysi yo'ldan yurgan bo'lsa, bo'ri ham o'sha yo'ldan yurib boraveribdi (Uzbek folk tales. 106-page).

One of the characteristic aspects of comparative-determination subordinate clauses is that the defined word is repeated in most cases in both parts of the joint sentence. Therefore, despite the fact that the syntactic structure of the main sentence has a dominant position, it seems to be subordinated to the subordinate clause by its content.

3. The syntactic formation of subordinate clauses in the subordinate clause is inextricably linked with the associative -ki conjunction in the composition of the prime clause cross-section. In this kind of joint sentences, before the clarified word in which the content of the syntactic subordinate clause is explained, then before shunday pronoun the subordinate clause, in the subordinate clause, and accordingly in the subordinate clause, bunday, bu, bu xil pronouns is used, such as this, this kind:

Doro shoh bilan Faylaquso'rtasida shunday jang bo'libdiki, bu jangni odambolasi yetti uxlab tushida ham ko'rmagan ekan (Uzbek folk tales, 91-page).

Shunday yaxshilik qilsinki, bu xasta kishiga bolasining dog'ini unutishgayordam bersin (S.Ahmad. Ufq, 301-page).

In some joint sentences, the composition of the main sentence **shunday** contained in the pronoun and subordinate clause **bu, bu xil, bunday** pronouns can also be dropped or replaced by an alternative word:

Qizki, jamoli oldida oy ham hijolat (M. Ismoiliy. Farg'ona tong otguncha, 131-page).

Odamlarni bir-biriga yaqin qiladigan bir kuch borki, uning oti maslakdoshlik (M. Ismoiliy. Farg'ona tong otguncha. 100-page).

In the first of the examples presented **shunday** and **uning** we see that the substitutes have been dropped: - *Shunday qizki, uning jamoli oldida oy hamxijolat*. Also in the second example, such a pronoun in the main sentence is dropped, while in the subordinate clause **bunday kuchning oti** instead of a combination **uning** pronoun used.

It can be seen that determination subordinate clause is also the dominant part of a joint sentence, although it is the owner of the root structure of a joint sentence, but it cannot be completed according to its content and syntactic form. Therefore, even the prime clause and subordinate clauses are obtained without a single whole, the intended content and formality is achieved.

4. Determination subordinate clause is a special type of compound sentence, in such a joint sentence it is said that the syntactic reaction of their constituent parts occurs with the help of the

adjective -gan and -digan forms. Therefore, we call these forms of adjectives as grammatic connoisseurs, which at the same time make up the syntactic form of a compound sentence.

O'shanda xo'rligi kelgan Nizomjon ko'z yoshini oqizmay yig'lagan (Said Ahmad. Ufq. 301-page).

Sochini mayda o'rib, yasanib kelgan qiz uni kuta-kuta qaytib ketardi(Said Ahmad. Ufq.306-page).

Qazisan, qartasan asli zotingga tortasan, degan gap bor (Said Ahmad. Ufq. 548-page).

In the first and second of the examples presented, the adjective-gan suffix form is more closely distinguished by the fact that it is a joint sentence –gan tool (if we pay attention to the composition of their syntactic formation):

Nizomjonning xo'rligi keldi + Nizomjon ko'z yoshini oqizmay yig'ladi.

In the process of syntactic formation of a compound sentence, two more independent sentences are attached, and the cross-section of the first sentence acquires the subordinate function into the adjective form. The formation of compound sentences, which came in the second example, is also based on a similar combination of two simple sentences. So, in the examples *xo'rligi kelgan, sochini maydao'rib yasanib kelgan* parts are counted as determinationsubordinate clause. The owner of such subordinate clauses will be inextricably linked with the owner of the prime clause and will therefore always lead the owner affiksini:

Compare: Charter of sightedness. Even when the determinationsubordinate clause is concatenated through the denoted form of the adjective, the prime clause comes after the subordinate clause. In the task of connecting the so-called subordinate clause, the chief is placed in the middle of the sentence with the clause, but none of them is also included in the syntactic disposition. For example: *Qazisan, qartasan asli zotlingga tortasansubordinate clause; degan gap bor bosh gap.*

Determinationsubordinate clausein head sentence determination function *ayrim, shunday, ba'zi, birit* fully reveals the meaning of words like. Determinationsubordinate adds via clause –ki assistant to clause-chief and comes after the subordinate clause.

Ayrim odamlar borki, faqat nuqsonni ko'rishadi ("Gulxan", 2000-yil, 6-son, 6-page).

Bir ovozi borki, hammanio'ziga rom qiladi (Uzbek folk tales, 78-page).

Ba'zi gaplari borki, eshitsa ilon po'st tashlaydi (Uzbek folk tales, 93-page).

The following couplers serve in a simple sentence, as well as for connecting components that are not equal to a joint sentence. According to the structure of the follow-up fasteners will have the following characteristics: 1) they are used in the case of the base core: **-ki, go'yo, kabi**; 2) applied without justification: **negaki, chunki, sababki, shekilli, toki, kabi**; 3) comes without a joint: **shuning uchun**; 4) and some binders are formed in the composition of special compounds: **holbuki**.

According to the use of the following compound sentence structure, even the following binders have some properties: some binders in the structure of the main clause (**- ki, shuning uchun**), some are used in the subordinate clause structure (in front of the sentence that follows **chunki, negaki, go'yo**).

- ki conjunction. It is used much more actively in tying the sentence parts of the joint that follows the conjunction. - ki is mainly used in linking the subordinate clause to the main sentence. At this time (-ki), the first component – head is added to the cross-section of the sentence and requires an explanation or clarification of the content. In his commentary, the next sentence of concretized content will be opened by subordinate clause.

Typically, some pieces of the uppermost sentence added to-ki conjunction come in different pronouns (often display pronouns) or in other words requiring concreteness of the content (ayrim, ba'zi, bir) and are interpreted by the following sentence. Often the function of display pronouns in the main sentence is compatible with the function of the subordinate clause, and the subordinate clause is named accordingly.

Shuni aniq bilamanki, gapimni kimdir eshitgan (Uzbek folk tales, 74-page). In this sentence **shuni** from the task of complementing the pronoun.

Biz shunday yashaylikki, barcha jonivorlar qoyil qolsin (Uzbek folk tales, 81-page). In this sentence **shunday** from the task of determining the pronoun.

-ki conjunction's use is associated with some cases. The first of these cases, as we said above, is the presence of a section that requires interpretation (sometimes it is also possible to remain at hand) and the second one is used by exchanging the role of some components that separate, giving importance to the joint sentence. The forward moved sentence is indicated by highlighting with strong intonation.

-ki conjunction many species of the joint sentence that follows, the subordinate clause serves to connect the subordinate clause to the main sentence.

- ki assistant determination subordinate connects clause to the general sentence. At such a time, the subordinate clause is used in the main sentence as a determinant, or in the main sentence as a determination which comes from a predicate, the meaning of which is interpreted and concretized in words that are not completely concrete.

Odam borki, odamlarning naqshidir.

Odam borki, hayvon undan yaxshidir (A. Navoiy).

Odamlar bo'ladiki tirigida o'likdir (M. Shayxzoda).

Subordinate clause from the task of determination in the general sentence **shunday, ba'zi, ayrim, hech bir, shunday** the meaning of such as comes from the interpretation of completely non-concrete determinants.

Uni shunday qopqonga tushurdimki, ikki dunyoda ham qutilib chiqolmaydi (T.Malik. Voy, onajonim... , 29-page).

Bular shunday odamlarki, salomatligini o'sha eski matolarchalik avaylamaydi (T. Malik. Voy, onajonim... , 38- page).

Ayol shunday jumboqlar kitobiki, hali hechkim uni oxirigacha o'qiy olgan emas (O'. Hoshimov, Tanlangan asarlar 6-tom 104- page).

Determination subordinate clause when it comes to concretizing the meaning of certain words that have become determinants to the main sentence, the intersection of the main sentence is often word *borortopiladi* word.

Ayrim yo'llar borki, ular insonga to'g'ri ko'rinadi (96mumtoz faylasuf, 8-page).

Oramizda ayrim hayvonlar topiladiki, ular o'rmon qonunini mensimaydi (Uzbek folk tales. 101-page).

Subordinate clause in general sentence *hech bir* when it comes to concretizing the meaning of the predicate, the cross-section of the chief sentence is often expressed through the *yo'q* suffix.

Hech bir jonzot yo'qki, mening g'azabim oldida titramagan bo'lsin (Uzbek folk tales. 111-page).

Dunyoda hech bir xalq yo'qki, u nonni o'zbekchalik iymon darajasiga ko'targan bo'lsa (, Gulxan" 1999, 12-son, 5-page).

Har pronoun that is used with the pronouncing vowel in the general sentence can also be explained by the determination subordinate clause.

Har qovunlarki, tilimi tilni yoradi.

Har gilamlarki, ko'zing qamashadi.

Sometimes through the *-ki* assistant in the composition of the determination subordinate clause, which is attached to the head sentence, the *fur* assistant is used, which determines the predicate in the head sentence by analogy.

Unda shunday tuyg'u bor ediki, goyo qalbini allalar edi ("Gulxan", 2000, 6-son, 8-page).

Determination subordinate clause composite sentences conjunctions-connects also through downloads.

According to the function of such assistants is similar both to binders, and to uploads. They are used in the composition of compounds that follow, which are not subject to the latter, or the joint sentences that follow, providing a denser connection of the components and giving the meaning in them.

In order to link the following sentence to the main one, the adjective form is used, which has lost its original meaning and has passed to the auxiliary word. Even if the subordinate clause is in the form of an extract in the form of a sentence, the content will not be the exact copy of the sentence pronounced by the person. Subordinate clause has a composition and is a cross section, it is adapted in a person, the cross section is in the form of an indicative person.

Usually, after the subordinate clause is given a short pause, the assistant who attaches the head and the subordinate clause will have a general intonation with the identified word in the composition of the main sentence, among which there will be no pause.

Bu gapni boshqalar ham eshitib qoldi degan xayolda juda qo'rqib ketdi (Uzbek folk tales. 99-page).

„Ayolning joni qirqta bo'ladi degan gapni sen yomon ko'r"(T.Sodiqova. Atirgul isi. 151-page).

The cross section of this type of determination subordinate clauses will be in an independent form (the cross section of the second subordinate clauses shows how or what the desire is, even if it is in the form of a conditional verb).

Degan conjunction applied before the determined noun every time:

Oziqli ot horimas degan gap bor (Uzbek folk tales. 112-page).

Determination subordinate clause it usually consists of two head-piece sentences.

Dunyoda shunday hunarlar borki, birining xatosini ikkinchisi tuzatishi mumkin (O'tkir Hoshimov. Tanlangan asarlar. 6-tom, 164-page).

Binobarin inson shunday jonli organizmki, uo'ylamasdan, fikrlamasdan, tura olmaydi (T. Jo'raye., Bozor dunyo, 3-page).

Uyingda shunday ko'zgu borki, sen unga har kuni qaraysan. (O'. Hoshimov. Tanlangan asarlar. 6-tom, 150-page).

Determination subordinate clause composite sentences can also be necessarily combined using the declination form. If this form of verb acts as a cut or circumstance of the sentence in a simple sentence, then in a joint sentence the subordinate clause comes as a cut and serves to connect the subordinate clause to the main sentence and expresses different meanings.

The conditional declination form binds the determination subordinate clause to the prime clause. Such subordinate clauses determine the meaning of the predicate, expressed through the pronoun in the main sentence. It also serves as a clarifier for a head sentence that does not have a highlighter.

Kimning niyati astoydil bo'lsa, uning chigallari o'z-o'zidan yechilaveradi (T. Sodiqova. Atirgul isi. 195-page).

Ro'zg'or kimning gapi bilan rivoj topsa, o'shaning gapiga amal qilinadi (T. Sodiqova. Atirgul isi. 146-page).

That subordinate clause in sentences general *qaysi* can also come up with an explanation of the word.

Qaysi ayolga kelin bo'lsang, o'sha ayolning ko'nglini ol (T. Sodiqova. Atirgul isi. 220-page).

Qaysi odam ishiga yaxshi niyat bilan yondashsa, bizo'sha kishini hurmatlaymiz.

So, although the subordinate clause has its own radical structure, such a radical structure cannot be a leading factor in the formation of a common syntactic structure of a joint sentence. Its syntactic formation occurs at the request of the main sentence. In other words, the subordinate clause is formed not for itself, but for the prime clause.

From the comments said, it follows that the subordinate clause in the study of joint sentences, it is preferable that it received a template from the tasks of the fragments in one simple sentence. Because holistic syntactic spaces as a structural positional structure subordinate clause joint sentences are almost no different from simple sentences. Subordinate clause forms the grammatic basis of the sentence directly the main sentence in a joint sentence. And the subordinate clause enters into the composition of this or that prime clause in this way as a certain fragment.

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PLACE WHERE THE PLANT IS PLANTED AND PLANTING

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ABSTRACT

It is known that plants that are given a beautiful shape are well illuminated, that is, it is necessary to grow in places where sunlight falls, because they require that their leaves grow dense and the given shape does not change. In general, transplanting a tree or bush-planting will depend in many ways on their variety and age, size. It does not matter if the container method is used when transplanting, that is, in the finished container there will be an axis transplanting the plant variety of the desired age. For these plants, first of all, a type of permeable soil, that is, soil in which a certain amount of lime is mixed, is required. It is also very useful to have the necessary nutrients in the soil. It is necessary that the water put in the pit is absorbed in it and absorbed, it is better not to plant it in such a place, if the water stops. If the bottom of the pit is softened, then its depth is enough if it is slightly increased to the height of the roots in the body or to the height of the kom.

KEYWORDS: *Plant, Place Of Planting, Sun Shine,*

INTRODUCTION

This requirement is also consistent with plants that can grow in areas of shade (for example, in samshite or tis). However, in places where sunlight does not fall, the bushes and leaves of growing plants cannot be without much fuss.

Therefore, it is desirable to choose plants that grow in light-loving or semi-light, semi-shaded places for shaped autumn. However, in such cases, it is required that the autumn-shaped plant does not fall into the shade from other plants that grow next to it, the artificial green form that is given is well visible to the eye with the help of the effect of "light and shadow", it is better not to place the plants close to the plant.



6-picture Worked smooth green balloons from the umbrella will look beautiful as a result of the light falling on them and the resulting shade.

The demand for soil, that is, the plant's attitude to the soil, naturally depends on the type of tree chosen. But autumn is a plant that is used a lot in giving an artificial form, that is, samshit (Vixis) and tis (Taxis) grow freely, feeling well when the soil is moist and the amount of lime in the soil is less than pH. For these plants, first of all, a type of permeable soil, that is, soil in which a certain amount of lime is mixed, is required. It is also very useful to have the necessary nutrients in the soil. If the amount of pH in the soil is extremely small or if it is more than necessary, these plants do not grow well [5].

At such times, that is, if the amount of pH in the soil is low, then partial lime is added to it, if there is a lot of pH, then by feeding additional water and nutrients, the amount of pH is reduced. However, the soil moisture should not be overstated, because samshite and teething do not like hyl soil. In the conditions of dry and hot-dry climate of Uzbekistan, it is necessary to water them for good growth of samshites and tis. Otherwise, in the late spring or early summer, shaped autumn plants will suffer from soil moisture and will interfere with the growth of new shrubs. We must also not forget that plants affected by freezing suffer great damage if the place where the plants grow or the soil is heavily ventilated under the influence of winter eastern winds [4].

Plants, as a rule, are sold with bare roots, when the root is twisted into the soil or in conteneurs. When transplanting large separate exotic plants and re-sown their roots, they make "kom" from the wires worked valley, so that the crushed soil does not crumble or spilled, making it special, so that the plant tracts and does not damage the soil that surrounds them. When this is done, the active roots of the plant are well preserved, which ensures rapid removal and good nutrition in a new place.

However, in any case, when planting a plant, certain roots hurt. For this reason, during the period of active growth and development of plants, they are not transplanted from one place to another. If this work becomes necessary, it will be possible to transplant the roots of the plant only in ready-made contexts, while in the coma. If a young plant is planted in any container starting

from, for example, in a circle box, then if it remains for a long time, then its roots will also circle, that is, they will penetrate into the shape of a circle. This prevents a good growth of the plant and its strong standing when transplanted.

In general, transplanting a tree or bush-planting will depend in many ways on their variety and age, size. It does not matter if the container method is used when transplanting, that is, in the finished container there will be an axis transplanting the plant variety of the desired age. Before re-planting the plant, the container is removed. However, if the plant is transplanted in the style of valley with a solid volokna or wires, then the same valley can be left in the soil as long as it exists undissolved. If the roots of the body of the plant are attached to the neck of the body with threads, then the thread fastener is removed, but it is not necessary to remove them. When transplanting the plant to a new place, it is desirable that some of its roots were broken and damaged, they were cut with sharp scissors.

If the roots or soil komi (including when transplanting from the containerized) are in a dry state when the plant is transplanted, it is necessary to thoroughly moisten the roots of the plant or put them in a large container with water.

The diameter of the plant grazing recess should be at least 1,5 times greater than the size of its komi or roots, it is desirable that in the case of heavy soil it is even larger. It is necessary that the water put in the pit drowned in it and absorbed, it is better not to plant it in such a place, if the water stops. If the bottom of the pit is softened, then its depth is enough if it is slightly increased to the height of the roots in the body or to the height of the kom. If the soil is too dense, it must necessarily be loosened, the pit should not be low in height. The soil from the pit should be buried again as soon as the plant is planted. 7-10-photos show the processes of transplanting the plant.

When the plant is transplanted and buried deeply, it is placed in the upper part of it, that is, in order to feed the soil to the place where the roots come out of the body, humus (three parts of the ground in one part) is introduced and mixed. Kom located in the roots of humus, that is, it is absolutely forbidden to put under the rounded soil! In the form of humus, for example, peat, rotten tree bark or other organic fertilizers can be used.

The plant should not be planted too low into the pit, so that its roots do not suffer from a lack of oxygen.



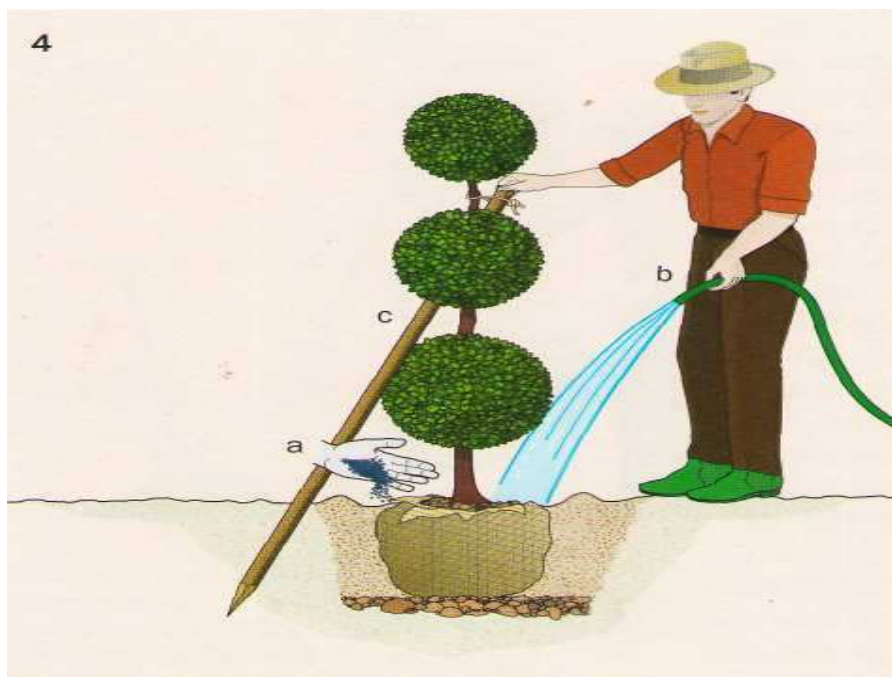
7-picture. The diameter of the pit should be at least 1,5 times larger than the plant komi. The bottom and sides of the pit should be softened.



8-picture. Plant germination: it is necessary that the height of the line that determines the scene of the roots is equal to the height of the ground stalk. The roots are removed from the bindings of the komi.



9- picture. It is necessary to form a pit around the body with the help of soil, so that the plant does not press firmly around the body to the circle over the kom and the poured water does not leak.



10-picture. Solish fertilizer packing in the drilled recess (a) or put the prepared fertilizer (v) is necessary. In order for the plant to grow correctly in the recess, it is desirable to tie a triple stick to it (C) and stick the stick at an angle to the ground).

After planting the plant in a recess, it is necessary to water it thoroughly so that the roots are added to the soil. In order for the herbaceous plant not to crumble or fall apart under the influence of wind, it is necessary to tie it to a colic stick and fasten it to the ground. If this is not done, the period of its growth can become more difficult, the body will suffer torsion, and as a

result, air will enter the root system, new shoots will be severed and, as a result, the plant will dry up. If you grow on the lawn in the form of a fallen plant border, its body atrophy is necessary to be loosened.

For transplanting the plant, plants of 4-6 years (youth) are selected. March and April or October-November of the year are the best seasons for transplanting plants. In all regions except the northern zones of Uzbekistan, planting in the middle of autumn gives a good result compared to planting greens [4]. In some cool weather in the northern regions, it is desirable to carry out the work of transplanting seedlings in greenery - in mid-March and April [5].

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THE ETHNONYM OF KARLUK AND ITS INTERPRETATION IN SOURCES

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ABSTRACT

It is known that on the toponymic map of the Republic there are ethnonyms with the name karluk. The place names bearing the name karluk have a specific ethnogenesis and ethnic history. There is important information about this in the work of many famous scientists. This article found it necessary to interpret historical sources and opinions of contemporary scholars on this issue. "The most ancient roots of the Turks, the Torah and the Quran say that Nuh was considered a descendant of the prophet, and his son Yofas went away from Judi (Ararat) by the decree of his father, and Atil (Itil, so Volga) and came to the collar of the yayiq water. The old manhood in this state is in a high position, as one of the influential tribes [498]. There is also the opinion of muarrikh Rashididdin on the determination of the etymology of old age. It is believed that it came from the word snowy (snowy).

KEYWORDS: *Karluk, Oguz, Barlos, Jalayir, Mongol, Kenagas, Qiyon, Nerun, Sulduz, Qiyot, Kungirat, Boyovut, Turkish, Seed, Tribe, Ethnonym, Ethnic, Ethnogenesis.*

INTRODUCTION

In its historical sources, including in the research of our current scholars, the ethnogenesis of the "Karluk ethnonym" is regarded as one of the largest Turkic tribes of antiquity. About this ethnonym there is important information in the work of the scientist of the XI century Mahmud Koshgari "Devonu lugotit turk" from the past temples. In the game kipchaks is explained as a much larger and ancient tribe among the Turkic peoples.

It should also be noted that during the reign of Mahmud Koshgari (XII century), the position of the qarluks should have been relatively reduced, this situation is felt from the information in his

devon. True, Mahmud Koshgari did not express his opinion about the old age in the special season, which described the tribes, but voiced them in the nine lands of devon (1-volume, 370, 381, 390, 393-page; 2-volume, 7, 220-page; 3-volume, 80, 259, 264-page). In these places, the leader of the garlands is shown not by tribal descent, but rather by the composition of other tribes.

But even briefly in the "Devonu lugotit turk" important information about the fact that there was also a specific association of the qarluk and the captains with the name of Chagolon, as well as their linguistic resemblance to the oguz, part yagma, chigils are meet. But something did not specifically comment on their position and like the influential tribes of that time. In devon, mainly the old people were interpreted as "a group of Turks, a tribe within the Oguz-Turkmen union " [498].

In fact, the tribe of karluk is also known from bc times. They were often together in the associations of oghuz and kipchaks. This tribe has become self-centered in the Turkic associations. For example, in the VII-IV centuries BC, there were also caries in the structure of the state of Qangaras (kenagas tribe), which arose in the Zarafshan oasis. The old manhood in this state is in a high position, as one of the influential tribes [498]. There is also the opinion of muarrikh Rashiddin on the determination of the etymology of old age. It is believed that it came from the word snowy (snowy). The famous eastern historian Rashiddin-Fayzullah Kazvini (Hamadani), who lived in xivasr, "Jome-at tavorix" [498] is an important historical source on the tribes and seeds of the Uzbek people.

This work of Rashiddin is subject to the study of 92 nationalities of the Uzbeks and the seeds and tribes of the Uzbeks, which are divided into these 92 nationalities. Rashiddin's book is also important in this respect, he is a great scientist, a physician and head of state, very well aware of the historical events of the XIV century, in particular the division of Turkic peoples of that time into tribes.

This work of Rashiddin serves as a direct key to determine who are the Uzbek (Turkic) tribes and seeds, so far western and eastern scientists have called mongols. For example, the history of some tribes and seeds of the Uzbek people, such as barlos, jalayir, mongol, kenagas, qiyon, nerun, sulduz, qiyot, kungirat, boyovut, had become so confused that if Rashiddin had not kept this book, the order to solve their history, from which people came out would have been ignored, because it was believed that these seeds came from some representatives and from the mongols.

From the introductory part of the book to the last chapter, detailed information on the history of the seeds, their origin, the history of their names is given about their division and where they go to join. In fact, this work, written 662 years ago by a famous scientist and historian of his time, an important source for studying the history, ethnography, customs, language and cultural history of Turkic peoples, primarily the Uzbek people, in particular their division into seeds and tribes. Therefore, the Russian scientist I.Rashiddin, who wrote an introduction to the Russian translation of his work "Jome-at tavorix", wrote a thesis. P.Petrushevsky described this book as "the work of Rashiddin was the most important source for the history of the Uzbek people" [498].

In the book guide, the author begins the history of the Turkic peoples from the Prophet Nuh. Then they will tell about Karakhan and Oghizhan, the sons of Oghizhan, the 24 seeds that came from them. It is also noted that such tribes as uighur, qangli, kipchak, karluk, qalach and agoch earth were added to Oghizhan at that time.

What is characteristic of this is that the pointer is also written with the addition of comments that serve for some historical accuracy in relation to the content. For example, when the author spoke about those who were called mongols, he made it clear that "the name of these peoples", which is now called mongols, was not the case before....

In some sources, the origin of the Turkic tribes is explained by ancient legends. For example, in his historical work "Shajarai turk" written in 1664, Abulgozi Bahodirkhon notes that all Turkic tribes and they are one of the roots of the language and also shows the regions of residence and distribution. This was also followed by the following narration:

"The most ancient roots of the Turks, the Torah and the Quran say that Nuh was considered a descendant of the prophet, and his son Yofas went away from Judi (Ararat) by the decree of his father, and Atil (Itil, so Volga) and came to the collar of the yayiq water. In it stood two hundred and fifty years. The descendants of Yofas were bishors, and eight sons remained from him. Before the death of the father, the great son left the Turkish in his place and told his sons not to come out of your mother's word, knowing the Turkish to yourself as the King. Turkish Yofas nicknamed his son."...

On the basis of many reliable historical sources, the leader of our time is academician from karluk scientists according to K.Shoniyofov, from the beginning of the century AD, the status of the qarluk, the main structure of the Uzbek people and language, was raised, and a powerful karluk (VI-VII centuries) state was formed. In this state, the ethnogenetic indicators characteristic of the Uzbek nation, territory, statehood, culture, language, etc., are formed. Academic K.Shoniyofov's about the state of karluk in general extensive data were given in studies [498]. In any case, this tribe was considered one of the influential tribes from ancient times.

Since the most ancient times of the Turkic peoples, in the regions of Central Asia, their very large number of seeds have spread, which previously occupied large and large areas. The gypsies lived a lot in the lands that belonged to the ancient Bukhara. Therefore, in these places, villages such as karluk Qallukon (karlukon), Qallukhona (karlukhona) appeared. About 20 kilometers north of Bukhara there is also a village of snow. Bahouddin, Chechon, was also a village of Qarshi in the lands around Karshi.

In a number of villages of the kashkadarya region, the population still lives in the name of karluk. In the suburbs of Sariosia, there is also a lot of inhabitants with the name of karluk. The karluks are very seed. Their lolake, black-yasak, karabayin, sultonmah modi, mozorchopti, adargoni (around Sariosia), pashkash, bangiavlod, balakhri, kosovli (around the Shurchi), khasway fishing, churchulian snow, ashag karluk (around the Alai), shikhlar, kukishton, qirqyigit, six-married, karangi, gaday, habash, the branch had seeds such as ovules, willow, slaves (Hawthorn), hayons (around the casing). Information like this is also completely confirms the opinion academic of K.Shoniyofov about the state of karluk and karluk in general extensive information was given in K.Shoniyofov's studies, even a special work was published [498].

Academic A.Askarov wrote that the old age consisted of two ethnic layers, the first layer of which lived in the Fergana Valley, the Tashkent Oasis and Taharia from the VI century BC, and was mixed with the local population, growing up. They occupied a large part of the northern and north-eastern regions of Central Asia in the VI–VII centuries. According to the Arab historian Tabari, in the VII-VIII centuries, the Turkic peoples formed the basis of the population of Balkh,

Toharistan, Badkhiz, Kohistan, Serakhs, Chaganyan, Bukhara, Choch and Fergana. Among them, the role of the elderly was great. In the same periods, a state of the old was formed, the sphere of its influence spread from the seventeenth to the eastern regions of ancient Ferghana, from it to the middle basins of the Syrdarya. Similarly, southern Kazakhstan, Zarafshan, Tashkent Oasis, Toharistan were also fully under their influence. In the IX-X centuries, this ethnocentric foundation laid a solid foundation for the political organization of the people who later received the name of Uzbekistan. During these periods, the central and southern regions of Movarounnahr also switched to the influence of old age. After all, in the middle of the X century, as a continuation of the state of the old in these regions, the Karakhanid dynasty came to power, and from the XI century their rule was established in all regions of Movarounnahr. Now, on the basis of the state of the old, the formation of the state of the Karakhanids in the territorial latitude, which included Kashgar to Amudaryo, part of East Turkestan, Yettisuv, Tashkent Oasis, ancient Fergana, ancient Sogd and Bactria-Tohariston, was an ethnic sign indicating that Uzbeks were formed as a people.

The second layer was formed in the period of the mongols. They settled in the basin of the Ili river and from the seven to the oases of Tashkent and Zarafshan, in the North Toharistan, where they were joined by pre-formed seeds. A group of karluks moved from the steppe to the Fergana Valley in the XV century. Another group came into Movarounnahr with Shaybonikhon in the XVI century (Baburnama, 395-p) [498]. In the XIV-XV centuries, the tribes of khalach and chigil lived in Zarafshan oasis, in Taharia. They played an important role in the political life of Movarounnahr. The group of old people who remained in the dashtikipchak together with the Shaybani troops entered Movarounnahr at the beginning of the XVI century and joined the formed Uzbek state [498].

Well, the old ones were from very ancient Turkic tribes. They were also the countries of their power, which had a leading place in the associations of the Turkic tribes from the 7th century BC to the 12th century BC. According to current scientists, old age is one of the main components of the Uzbek people.

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THE PHILOSOPHY OF BEDIL IN THE POETRY OF GHAFUR GHULAM

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ABSTRACT

Historical and philosophical identification of important aspects of the poetic style of the academic poet Ghafur Ghulam is a scientific fact that has been confirmed in literary criticism. Indeed, no matter what the poet writes a poem on, he will give a couple of examples from history and have a wise philosophical approach to the essence of the issue. In this article, the influence of Bedil poetry which includes philosophy, thoughts and poetry to Ghafur Ghulam is studied and conclusions are drawn. In this regard, the influence of Bedil's philosophy on the poetry of Ghafur Ghulam is strong. It is well known that the essence of Bedil's views and philosophy, the essence of the art he used, was mysticism. In Ghafur Ghulam's poetry, the sense of identity is combined with feelings of national pride. That is why in many of his poems the poet repeatedly refers to the history of his people, its glorious and infamous pages.

KEYWORDS: *Bedil, Mysticism, Sect, Mystical Beliefs, Poetic Idea, Philosophical Mysticism, Symbols, Symbolic Images.*

INTRODUCTION

The ideology of the previous regime, in which representatives of various disciplines tried to separate mysticism from Islam or interpret it as a movement in opposition to it, is in fact inconceivable without the concepts of the Qur'an, the Hadith, and the Sharia. In the Uzbek poetry of the new period, mystical tones in the poetic perception of reality – symbols, symbolic images, dreamy views, philosophical interpretation of the world and man with all its complexities and contradictions, wisdom, examples, graces, blessed names and deeds of Sufis, moreover, lived in the language of gestures, firmly established in the poetics of modern poetry. Ghafur Ghulam is a wise poet with a wide horizon of imagination and inspiration. Her lyrical protagonist thinks in terms of space to express his longing for his son:

Zo'r karvon yo'lida etim bo'tadek

Intizor ko‘zlarda xalqa-xalqa yosh.
 Eng kichik zarradan Yupitergacha
 O‘zing murabbiysan, xabar ber quyosh.

(Meaning: Like an orphan on a beautiful caravan route There are tears in his eyes. From the smallest particle to Jupiter You are the coach, let the sun know.

In the first byte there is a feeling of nostalgia, and in the second byte the feeling takes on a philosophical dimension, leading to the interpretation of natural phenomena that keep the largest planet in the universe, Jupiter, in balance from the smallest particle of the earth.

Uzilgan bir kiprik abad yo‘qolmas,
 Shunchalar mustahkam xonai hurshid.
 Bugun sabza bo‘ldi kechagi nafas,
 Hozir qonda kezar ertangi umid.

(Meaning: A broken eyelash will never go away, The room was so sturdy. Today is the fresh, yesterday's breath, Hope for tomorrow in the blood now)

The first stanza of the second verse is an international expression of nostalgia. According to the poet, the movement of the planets in the solar system is so firmly rooted in the laws of the universe that even the breaking of the eyelashes, which is a sign of longing and drunkenness, is not in vain, but is based on the laws of cause and effect. Therefore, the breath of winter is green today, and the realization of tomorrow's hope depends on current actions. For example, in the above verse, the admission that the events in the "Khonai Khurshid" are not based on chaos, but on a solid foundation, is in line with the ideas of mysticism. The last two verses are reminiscent of Bahoviddin Naqshband's teachings "Dil ba yoru dast ba kor." The poet does not remember Bedil in vain during the poem:

...Bedil o‘qir edim, chiqdi oftob...

(Meaning:... I was reading Bedil, the sun came out...)

Because Ghafur Ghulam feels that Bedil has approached the essence of the issue, he realizes that the poetic content of the poem is imbued with the spirit of Eastern philosophical wisdom. Many literary critics who have studied the poet's work have pointed out that he referred to Bedil in the same poem. In particular, Bakhtiyor Nazarov notes: "Gafur Ghulam was well acquainted with world literature, in particular, Eastern poetry and, in particular, Bedil's work. That knowledge must have influenced his work, of course. In this regard, the influence of Bedil's philosophy on the poetry of Ghafur Ghulam is strong. It is well known that the essence of Bedil's views and philosophy, the essence of the art he used, was mysticism. Since Ghafur Ghulam was a Soviet poet, it was impossible for him to accept the influence of mysticism. But at the same time, Ghafur Ghulam was so devoted to Bedil, so immersed in his world, that it was impossible not to be influenced by him "[5, 176-]. Ghafur Ghulam felt a spiritual closeness to his condition in Abul Maani, that is, in Bedil. Because, unlike other Sufi poets, Bedil described the issues of mysticism in connection with human experiences, heart, lifestyle, and ordinary life. Ghafur Ghulam wrote in an article dedicated to Abdurahman Jami: "I am an Eastern poet, so it is not surprising to say that all the classics of the East are my relatives. My relatives are Abu Abdullah

Ja'far ibn Muhammad binni Odam Rudaki, the father of Persian poetry, Hakim Abulqasim Firdavsi, Hakim Umar Khayyam, Sheikh Muslihiddin Sa'di Sherazi, Shamsiddin Muhammad Hafiz, Nizami Ganjavi, Amir Khisrav Dehlavi, Alisher Rahman, Jami, Navoi, Muhammad Fuzuli and others. I was raised by their heritage and traditions. While I was still in the cradle, my mother sang to me the poems of Hafiz, Jami, Navoi and Fuzuli "[2, pp. 398-399].

Ghafur Ghulam emphasizes that with this confession, the works of the great poets of the East were absorbed into the blood and polished the body and soul. "In the eyes of Sufis, love, compassion and mercy are interrelated concepts that require each other, and not only love, but also compassion and mercy are divine," writes N. Kamilov. "For he who loves God cannot be cruel and ruthless" [4, p. 34]. If we approach the issue from this point of view, we can cite the example of hundreds of verses in Ghafur Ghulam's work, which are decorated with these concepts.

Bu erda

na g'urbat,

na ofat,

na g'am.

Bunda bor:

harorat,

muhabbat,

shafqat.

Va mehnat noni ko'ramiz baham.

Sen etim emassan,

Uxla jigarim [3, 95-b].

(Meaning: Here no worries of disaster, don't worry It has: temperature, love, compassion. And let's share the bread of labor. You are not an orphan Sleep, quiet)

Only a person with a great love for man in his heart can express such warm humanistic ideas and concepts. The "warmth", "love" and "compassion" mentioned in the above lines of the poet are not accidental. The motive of "Escape from the hard-hearted people" was engraved in the poetry of Ahmad Yassavi, Jalaliddin Rumi, Mirza Abdulkadir Bedil and other poets. In Ghafur Ghulam's poetry, the sense of identity is combined with feelings of national pride. That is why in many of his poems the poet repeatedly refers to the history of his people, its glorious and infamous pages. The history of the nation is the main theme of Ghafur Ghulam's work. Just as a child stands on the ground, a believer leans on God, so the foundation of Ghafur Ghulam's poems is national pride.

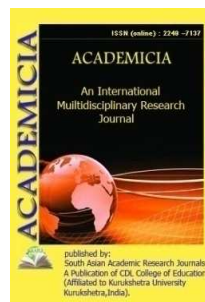
Erkin Vahidov, the Hero of Uzbekistan, in his article "Deep River Silently Flows" in memory of Najmiddin Kamilov, explains the level of knowledge of mysticism in the 60s as follows: we felt it with our hearts and understood it with our hearts "[1, p. 161]. This is the confession of Abdulla Aripov, a leading representative of the Jamol Kamol generation, Erkin Vahidov. The Ghafur Ghulams, on the other hand, understood mysticism with their intellect and knowledge, but they

did not have the courage or opportunity to express it in many of their poems. Although Ghafur Ghulam and Mahsud Shaykhzoda did not receive madrasa education, they were brought up in the same spirit of classical literature. They were well aware that they were followers of classical poets. Not only the poems of both poets, but also their articles and researches on classical literature testify to it.

Timothy's book, *Finding the Qibla in the Postmodern World*, notes that ideas that have served many in the past will be modernized or coordinated over time. In our opinion, Ghafur Ghulam also tried to adapt his education in classical poetry to his time and succeeded in doing so. Because foresight, responsiveness, sincerity, as well as diligence and bravery were innate qualities given to the poet by God.

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PROBLEMATIC ASPECTS OF GRAMMATICAL HOMONYMS

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ABSTRACT

The concepts grammatical homonyms which are interpreted in linguistic as quite difficult and specific have been investigated in this paper. The existing scientific opinions about these problems have been shown. In the process of communication homonyms sometimes lead to confusion and misunderstanding. Grammatical homonyms are one of the types of homonyms in the Karakalpak language. In the Karakalpak language there are not only grammatical homonyms, but also general homonyms, there was no special research. In this article, we will look at all grammatical homonyms of the Karakalpak language.

KEYWORDS: *Karakalpak Language, Homonyms, Grammatical Homonyms.*

INTRODUCTION

As you know, homonyms are words that sound the same but have different meanings. The main unresolved issues in the study of homonyms are the following: how can I distinguish homonyms with words with multiple meanings? What types of homonyms exist in the Karakalpak language? So far, words that sound the same retain, although distant, but the general meaning, United by a single semantic core, is only that we move more or less away from it, we are dealing with the polysemy of the word. In the same case, when individual words that sound the same do not have a connection with meaning, homonyms occur.

The grammatical homonymy inherent in the modern Karakalpak language has not been studied enough. The atomic-semantic and system-formal approaches to grammatical homonymy not only differ from each other, but also lead to opposite results.

On the basis of the system-formal concept, grammatical homonymy is defined as a kind of asymmetry between the signifiers and the signified of a grammatical sign, in which two or more

signifiers correspond to one signifier, each of which has differentiated signifiers in the system of a given language.

As mentioned above, questions about the origin of homonyms do not have a single solution. Some scientists believe that homonymy is formed in a "semantic way" and its difference from the polysemic of the word is based on the gap between the meanings of words that were once close to each other. Others believe that homonyms are inherently different in meaning and only by chance matching words.

Grammatical homonyms are not only homonyms, but with completely different words with the homonymous inflections. Homonymous morphemes (or affixes) are those morphemes that match sound but serve to express different word-forming meanings.

Grammatical homonyms, as pointed out by O. S. Akhmanova, are functional or functional-syntactic since they can be defined when constructing a phrase based on the compatibility of words.

Aymurzaeva Aziza (1992) describes this type of grammatical homonymy on exemplary word: Jıǵılǵan gúreske toymaydı. Ol jıǵılǵan joldasın ornınan turǵızdı.

The phenomenon of grammatical homonymy of Karakalpak nouns and verbs is directly related to the process of development of the Karakalpak language. The radical restructuring of the morphological system of the Karakalpak language led to the wide development of grammatical homonymy in the language. The apparent simplification of the morphological system of the Karakalpak language actually marked a significant complication of the latter due to the loss of this system of the measure of morphological clarity that was inherent in it at an earlier stage of the development of the Karakalpak language.

So, when considering the phenomenon of grammatical homonymy of nouns and verbs from the standpoint of semantics, it is quite obvious that the closest semantic contacts, formed on the basis of the unity of the categorical semantic base, arise in a noun with qualitative verbs formed for the most part directly from qualitative nouns.

MATERIALS AND METHODS

Grammatical homonyms are a special class of words of the Karakalpak language, which is characterized by the presence of certain features and requires further study. Such a study can be considered promising.

Abundance of grammatical units in morphology increases the number of morphemes in the word, a complication of the word's composition, their similarity to other language units, the complexity of the learning problem morphology proves the need to increase the responsibility of the teacher in the process of his training, since units in morphology occur in other sections of linguistics. Thus, these questions require future specialists to have a thorough knowledge of the linguistics – morphology section.

In word-forming and form-forming windows, the homonymic series is developed, and therefore it is important to know the specifics of their differences. They layered each other as part of words in sentences. During the research, the research takes into account the fact that grammatical homonyms are taken as the main lexical-grammatical and paradigmatic basis of morphology. The main criterion in distinguishing grammatical homonyms are the identification of

grammatical meaning and their functioning. It is the main principle of the methodology research. The main conclusion of the work identified in the course of the study is a comparison, analysis, generalization, presentation, systematization of relevant information problems.

The data used for this study were collected by dictionaries. Opinions about grammatical homonyms differ in all languages. This stems from the internal capacity and lexical level of each language. In other words, we should try to pay attention to the factors that lead to grammatical homonyms.

Due to the lack of grammatical homonyms in the dictionary of homonyms of the Karakalpak language, we begin this study primarily with the selection of lexical and lexical-grammatical homonyms.

One way to distinguish grammatical homonyms is that they always have a suffix. That is, the word changes. This makes it difficult to identify them. Grammatical homonyms are formed based on lexical and grammatical homonyms. So, we first add various suffixes to lexico-grammatical homonyms and observe the situation.

Inacceptable to speak of an opposition of accent between two otherwise formally identical elements of the vocabulary, or to say that in Karakalpak language the existence of two nuances of meaning of one word is formally not indicated by a difference in accent. For an investigation into the possible relations between meaning words, syntactic valence, and word group or sentence accentuation, far more theory and much more empirical material is required.

RESULTS

In this study, we tried to identify all grammatical homonyms in the Karakalpak language. When identifying them, we studied all words in dictionaries and lexical and grammatical homonyms in the homonyms dictionary. The some grammatical homonyms studied in this study are shown in the table below.

TABLE - 1

Asadı	Astı	Bezdi	Sókti
Asqan	Onnan	bólmeñ	Sırdı
Atağan	Almañız	Qırmañ	Tabıstı
Bastı	Balamız	Qıstırmañ	Talapqa
Egedi	Atadı	Salmañ	Shıqtı
Ísıdı	Attı	Sanañ	Shıgarmañ
Ísığan	Awdarmañ	Dúzdi	Úydi
Irisin	Bağanada	Erdiñ	Toydı
Jağıstı	Baspañ	Jaqladı	Tolıqtı
Jalındı	Shashtı	Erdi	Tildi
Jaramsız	Shayda	Jeñdi	Terdi
Jarastı	Shaqtı	Ishti	Taptı
Jasım	Tutin	Kirdi	Urıwdı
Jasıñ	Toyın	Kúldi	Gúller
Jawıñ	Tańlaydı	Qoydı	Jeñisti
Jaydı	Sógin	Qıydı	Sıylar
Jılın	Sıydı	Oydi	Qaraladı

Qaldı	Qaqtı	Qandı	Qustı
Qarań	Quraldı	Qızdı	Qısıń
Qarasın	Qostı	Qıstı	Qırın
Qaraydı	Qasımda	Qasıń	Qaytar

In the case of grammatical homonyms, the noun in the accusative singular is taken as the main form of the noun, and the verb of the third-person singular is taken as the main form of the verb. Such homonyms are aptly called primary by the author. As a result of the addition of homonymic and orthographic affixes, two new ones are formed from each primary grammatical homonym: *atıń* – the genitive case from the noun *at* "horse" and *atıń* — the II person singular obviously past the indicative mood from the verb *atıw* "shoot", *attı* — the accusative case from the noun *at* "horse" and *attı* — the III person singular obviously past the indicative mood from the verb *atıw* "shoot". *Qızǵan* "red-hot" and *qızǵan* III singular people have not obviously passed the time from *ch. qızǵan* "to get hot, to get hot" are given as lexical homonyms.

In-in is an affix of the rudimentary creative case, for example, *"qısın"* – in winter, which received the meaning of the word-forming affix forming an adverb from the noun name.

In Karakalpak language –*mız* shows grammatical homonyms, –*mız* stands as: We form a verb by adding the suffix –*mız* to the stem of the noun.

- *mız* suffix for the first person in a plural form;
- *mız* suffix for verb formation.
- *mız* suffix for noun formation.

Qalamız - our city

Qalamız – we stay.

Grammatical homonyms need not go together with word-homonyms. It can be itself that causes misunderstanding or a difference of opinion. In an aggregation of particular words placed in a particular order, various relationships, and thus also various contents of the sentence, are determined. An erroneous conception of certain grammatical relationships in a given text can sometimes be heard when the text is read aloud and sometimes not.

Even more examples can be given of how, at later stages of its development, the word-forming method of root homonyms got along with agglutinative word formation, often combining with it. This refers to the fact that at the last stage of its functioning, the verb-nominal homonymy continued for some time to give dictionary products, but no longer in the form of roots, but in the form of non-complex bases formed by the method of affixation. Examples: *qattı* - "to harden" and *qattı* "hard" from the base-root *qatıw* "to harden; to freeze" in the Karakalpak language.

The research allows us to conclude that grammatical homonyms are one of the complex and insufficiently studied phenomena in the Karakalpak language. This is due to the lack of a clear position among linguists regarding not only the theory of the origin of homonyms, but also the differential criteria by which homonyms, on the one hand, can be distinguished among other groups of words that make up the Karakalpak language; and can be classified from the inside, on the other hand.

Grammatical homonyms form a special class of words in the Karakalpak language, which is characterized by the presence of certain traits and requires further study.

DISCUSSION

The findings of this study clearly show that most grammatical homonyms appear from lexico-grammatical homonyms. Until now, the problem of grammatical homonyms has not been considered in the Karakalpak language. In general, homonymy is not only a lexical phenomenon, it also penetrates into such structural elements of the language as grammar and word formation.

As shown of results, grammatical homonyms consist of two or more syllables. In addition, most of them begin with the letter *q*. This is one of the features of grammatical homonyms in the Karakalpak language. This study was limited by the questions in the modern language.

Grammatical homonyms need not go together with word-homonymy. It can by itself cause misunderstanding or difference of opinion. In an aggregation of particular words placed in a particular order, various relationships, and thus also various contents of the sentence, are determined. An erroneous conception of certain grammatical relationships in a given text can sometimes be heard when the text is read aloud and sometimes not. For example:

a) Meniń *jasım* otızda.

b) Bul meniń quwanış kóz *jasım*.

In this exaple the word “*jasım*”, which belongs to a series of grammatical homonyms.

Also, grammatical homonyms can appear in the same part of speech: *oyğa*, *jağağa*, *güller* etc. The cases *oy*, *jağa*, *gúl* belong to the same part of speech.

Other examples we can view the following cases:

a) Ol *qustı* satıp aldı.

He bought a bird.

b) Keshe ol *qustı*.

He vomited yesterday.

The two homonyms belong to different parts of speech. They have different

functions, and this affects the entire sentence. There is thus, in contrast with the case of *qustı*, not only another word but also, as a result, another grammatical structure and another internal meaning of the sentence.

Word-forming suffixes and form-forming endings have very strong homonymic qualities. For their distinctions, they need to know the specifics of inflectional suffixes. In addition, word-forming suffixes, and formative suffixes in the words are layered on top of each other. The study of grammatical homonyms is based on lexical-grammatical and para-digmatic principles. Grammatical homonyms –words that have endings by sound forms are the same but have different grammatical meaning they give to a word. Main criterion differentiating grammatical homonyms from endings are grammatical meaning and their functioning. Grammatical meaning – the value formed based on the relationship of a word with other words in the sentence, that is, in the result of the transformation. One of the types of grammatical value is categorical grammatical meaning. Category the grammatical value is formed by joining various grammatical conventions, morphemes to the word and forms a grammatical a form that corresponds to a specific part of speech. Grammatical forms of the word are developed and formed in accordance

with internal laws of language development. The grammatical form of a word and its grammatical meaning are closely related.

In addition to grammatical homonyms, misunderstandings or differences of opinion can also originate in homography, i.e. through the fact that two words with both different meanings and different sounds are written in the same way. Since no correspondence with this can be found in the normal spoken language.

We consider it necessary to use the table to show the root and homonyms of zero form, each has a different grammatical meaning to make sure that the grammatical meaning is different, learners should pay attention to the grammatical meaning, question, part of speech, grammatical category.

Our research suggests that grammatical homonymy is one of the most complex and insufficiently studied phenomena in the Karakalpak language. This is due to the lack of a clear position among linguists not only regarding the theory of the origin of homonyms, but also regarding the differential criteria by which homonyms, on the one hand, can be distinguished from other groups of words that make up the Karakalpak language; on the other hand, they can be classified from within.

The conducted research revealed the following main features of the homonymy of the Karakalpak language:

1. Grammatical homonymy is a phenomenon that directly follows from the fact that the expression plan and the content plan are not isomorphic.
2. Grammatical homonymy is a natural result of the spontaneous development of the language.
3. Grammatical homonymy of nouns and verbs of the Karakalpak language is the result of interaction and interpenetration of various parts of speech.

CONCLUSION

During the work, the descriptive research method based on the analysis of the facts of the language was mainly used, the description involved the following techniques: linguistic observation, classification and systematization, statistical analysis. The research held allows us to conclude that grammatical homonyms is one of the complex and insufficiently studied phenomena in the Karakalpak language. This is due to the lack of a clear position among linguists regarding not only the theory of the origin of homonyms, but also the differential criteria by which homonyms, on the one hand, can be distinguished among other groups of words that make up the Karakalpak language; and can be classified from the inside, on the other hand. Grammatical homonyms form a special class of words in the Karakalpak language, which is characterized by the presence of certain traits and requires further study. This study seems promising.

In general, creating a homonymic series of suffixes is difficult both when teaching the Karakalpak language and when studying it. The main indicator for a correct understanding of grammatical homonymy is its grammatical meaning and functions. From the point of view of this question, the grammatical homonyms of the Karakalpak language are defined, a systematic comparison is made for their correct understanding, and their meanings and functions are revealed. Grammatical analysis also helped to reveal the features of grammatical homonyms of the language and correct their development.

In Karakalpak language, grammatical homonyms are formed only with suffixes. In other words, both words come with suffixes. I have come across a case of two words which differ from each other in both the meaning of the words and in grammatical structure in my study of grammatical homonyms.

In conclusion, we would like to note that when teaching grammatical homonyms of the Karakalpak language in the educational process, their correct development is of particular importance, correct understanding of the structure of the language. Since, as mentioned above, grammatical homonyms are a language phenomenon with a high frequency of use in the language.

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PUBLIC- PRIVATE PARTNERSHIPS (P3S): AN ANALYSIS

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ABSTRACT

In modern period, the arrangement of the Government alone being accountable to provide public facilities and goods to the citizens has been appraised and a new approach has developed between Governments and a private parties for the provisions of assets and the delivery of services to the masses. This is primarily because of the failure of the Government in the provision of the expected goods and services to the beneficiaries and also increased awareness amongst the people. With this change in consideration, the paper aims to analyse this Public-private partnerships (P₃S), in terms of the efficacy with which it can be implemented as compared to a pure public provision.

KEYWORDS: *accountable,*

INTRODUCTION

The main noteworthy measure for a continued growth value of an economy is dependent on the provision of a quality infrastructure. In order to fulfill such requirements, various Public Private Partnerships or PPP or P₃S are being encouraged for realization of infrastructure projects. PPP is often explained as a private business investment where two participants comprising of government as well as a private sector undertaking form a joint association or partnership. Largely PPP is a contract between government and the private sector for the provision of public services or infrastructure. Supposedly a means of fetching together social objectives with the management skills of the private sector, lessening government of the load of huge capital investment, and transferring the risk of cost transfers to the private sector. Rather than entirely shifting public assets to the private sector, as with privatization, government and business work jointly to provide services.

In a PPP, each entity / partners, usually through lawfully binding agreement (s) or some other arrangement, agrees to contribute to responsibilities related to execution and/or operation and management of a project. This tie up is built on the skills of each partner that meets openly defined public requirements through proper allocation of: Capital, Risks, Rewards, Responsibilities

PPP requires a commitment between a public-sector and a private entity, in which the private party makes available a public service or project and takes up significant financial, technical and operational risk in the project. In some form of PPP, the cost of utilizing the service is borne entirely by the users of the service and not by the taxpayer. In other kinds (particularly the private finance initiative), capital investment is borne by the private party on the strength of a contract with government to provide agreed services and the cost of providing the service is borne wholly or in part by the government. Government assistance to a P3S may also be in kind (particularly the transfer of existing assets). In projects that are intended at creating public goods like in the infrastructure sector, the government may extend a capital assistance in the form of a one-time grant, so as to make it more attractive to the private investors. In other arrangements, the government may assist the project by giving revenue subsidies, including tax holidays or by providing guaranteed annual returns for a fixed period.

Normally, a private-sector syndicate forms a special company called a "special purpose vehicle" (SPV) to develop, build, maintain and operate the asset for the contracted period. In cases where the government has spend in the project, it is in general agreed with an equity share in the SPV. The syndicate is generally comprising up of a civil contractor, a maintenance company and bank lender(s). It is the SPV that signs the agreement with the government and with subcontractors to build the project and then maintain it. A typical PPP example would be a hospital infrastructure financed and constructed by a private developer and then leased to the hospital authority. The private developer then acts as owner, arranging housekeeping and other non-medical services while the hospital itself provides medical services.

LITERATURE SURVEY

Public sector management restructuring is a newest concern in many countries, and will remain to be, so long as governments continue to look alternatives of modernising their public administration systems, to improve service delivery, answer to domestic external pressures and meet the challenges of globalization.

This hunt for new techniques of producing and delivering public services, among other causes, has brought about new ideas such as new public management, which concentrates on the use of market-type methods linked with the private sector to bring about improvement in the management of public services (OECD (1993).

Privatisation, and public-private partnerships (P3P), fall within this framework as alternative service provision (Ford and Zussman, 1997) to conventional public procurement. The word privatisation has become a matter of discussion over the years and invokes different descriptions in different parts of the globe and subsequently for different academics. In Europe and the former USSR, privatisation refers to the selling of state-managed enterprises. In the USA, the term is more generic, an umbrella term (Hebdon, R. and H.D. Gunn, 1995) include all private sector involvement, including outsourcing and PPPs.

Some researchers (Allan, J. R. ,1999) have distinguished between outsourcing (contracting out); privatisation and PPPs, arguing that contracting out and privatisation are at extreme ends of the range of private versus public involvement, with P3P somewhere in-between. Definitely, there are significant differences between the three types of alternative service delivery. A standard contracting out engages a private-sector party giving commercially a service usually provided by the public sector itself. There is a little shift of control or risk to the private sector, and no significant private sector involvement in decision making. In contrast, to be a P3P, an system would usually be characterised by some transference of control and authority to the private sector, as well as private sector involvement in decision making. In addition the private-sector partner would likely be a contributor of capital assets as well as that of services.

The difference between complete privatisation and a P3P system is that in a P3P the public sector keeps a considerable role while in privatisation subsequent government participation is negligible unless regulation of the post-privatised entity is essential. According to Savas E (2000) privatisation is the act of reducing the responsibility of government or increasing the role of other organizations of society in producing goods and services and in owning property. What this does is altering the portfolio of activities carried out by the government, thus reducing the size of the public sector (Batley, R. and G. Larbi ,2004). The argument is therefore that New Public Management is about how to get better the management of activities that remain under public ownership by employing private sector practices, and as such, absolute privatisation should be left out of P3P discussions.

From the discussion above, it is evident that P3P have been explained in different ways by several academicians, researchers, public agencies and international organisations, with the result that a universal definition to which all would agree is indefinable (Bettignies and Ross ,2004). The fundamental component represented in these definitions is cooperation: sharing of responsibilities, decision making power and authority, sharing of risks and rewards/mutual benefit, pursuing shared or compatible objectives and joint investment. Realizing the value for money, primarily from the taxpayer's viewpoint, is also revealed as an element of PPPs.

The growing adoption of PFIs has encouraged governments globally to take up P3P arrangements. The Australian government has used P3P to deliver different social infrastructure projects, Ireland has used them mainly for transport infrastructure, in the Netherlands, social housing and urban regeneration programs have been provided through such arrangements, India is investing heavily in highways through P3P, Japan has around 20 new PPPs in the pipeline, in Canada, 20% of new infrastructure are designed, built and operated by the private sector through the same model, the USA is a pioneer with contracting out and have started experimenting with other forms of P3P emerging democracies from central Europe are also following it. The former Prime Minister of Czech Republic, Jiri Paroubek, explains that “just like any other market economy, we are trying to multiply *our* economic potential and implement projects for which the public sector alone has neither the strength nor the resources” (Eggers, W. ,2006).

In developing countries, contracting out was initiated in the mid 1980s during the first movement of governmental privatisation of state ventures, under structural adjustment programs. Policies were accepted to deal with the supposed lack of managerial capacity in government, as well as the need to stop the constant dependence of state enterprises on state subsidies (OECD ,2009). According to Deloitte, in Africa, between 1990 and 2004, approximately 14% of public sector

infrastructure was provided through a PPP, the most general sectors being water, energy and transport (Deloitte Research ,2006).

The arguments put ahead to encourage P3P initiatives are mainly based on economy efficiency gains and bringing down government overload (Starr P ,1989). Proponents of P3P are certain that whatever the government does the private sector can do better because as they follow private benefits, they serve the larger social order. In other words, due to the other activities of the private sector, there will be economies of scale to be gained(Business Council of British Columbia ,2002). They argue that economic effectiveness can be gained by allowing free market and laissez faire operations through private involvement, to determine the best way to deliver services (Starr ,1989).

Proponents of P3P also argue that the bidding process forces a more accurate and rigorous assessment of what actually needs to be provided. Even when a competition fails to result in a contract, the taxpayers still win because the competition forces government agencies to become more efficient (Van Slyke ,2003).

Partnerships also mean that the two sectors are able to divide risks that are caused by the project, optimally allocating each risk to the associate that is best able to deal with the risk (Deloitte Research ,2006). Perhaps the most common argument for P3P is that they can help lessen continual disinvestment in capital intensive projects. They can serve as a means for the infusion of private sector financing while allowing government to retain their fiscal targets and avoid taking on additional debt (Business Council of British Columbia ,2002).

In contrast, opponents of P3P regard it as a way of easing the government of its responsibilities, and they would argue that there is the risk of diminishing the welfare state, where only the bests survive and the poor are left to cope as best they can (Savas ,2000).

There are concerns of answerability regarding P3P which opponents argue weaken the benefits of P3P. The most common one is that of “off-book” financing; the private sector takes loan for investment in public infrastructure but the borrowed money are not registered on the government’s balance sheets even though they have entered into a long term agreement to repay the private sector from future revenues. Unless there is sufficient risk transfer to the private sector, the government is in effect incurring “off-book” liabilities, which could eventually become actual liabilities. Also is the fact that the cost of borrowing is generally higher for the private sector which can bring down some of the probable economic benefits of P3P.

Types of Public-Private Partnerships

Design-Build (DB): In this type, the government contracts with a private partner to design and build a service as per the requirements set by the government. After completing the service, the government takes up the responsibility for operating and maintaining it. This method is also referred to as Build-Transfer (BT).

Design-Build-Maintain (DBM): This type is similar to Design-Build with the difference that the private sector also maintains the service. The public sector retains responsibility for operations.

Design-Build-Operate (DBO): Under this type, the private sector designs and builds a service. Once the service is completed, the title for the new service is transferred to the public sector,

while the private sector operates it for a specified period. This is also referred to as Build-Transfer-Operate (BTO).

Design-Build-Operate-Maintain (DBOM): This type combines the responsibilities of design-build procurements with the operations and maintenance of a service for a fixed period by a private sector partner. At the end of that period, the operation of the facility is handed back to the public sector. This is also referred to as Build-Operate-Transfer (BOT).

Build-Own-Operate-Transfer (BOOT): In this type, the government gives a franchise to a private partner to finance, design, build and operate a service for a predetermined period of time. Ownership of the service is handed back to the public sector at the end of that period.

Build-Own-Operate (BOO): In this type, the government grants the right to finance, design, build, operate and maintain a project to a private partner, which retains ownership of the project. The private partner is not required to hand over the service back to the government.

Design-Build-Finance-Operate/Maintain (DBFO, DBFM or DBFO/M): Under this type, the private sector designs, builds, finances, operates and/or maintains a new service under a long-term lease. At the end of the lease term, the facility is handed back to the public sector. In some countries, DBFO/M covers both BOO and BOOT.

P3P can also be used for **Existing Services and Facilities** in addition to new ones. Some of these types are described below.

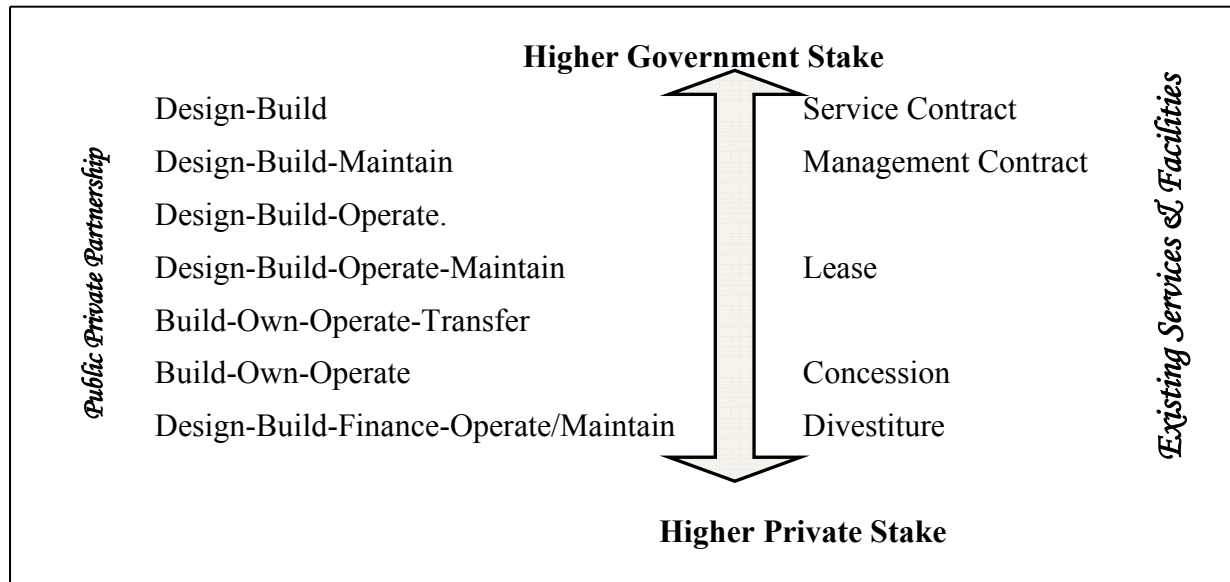
Service Contract: Under this type, the government contracts with a private partner to provide services to the facility previously performed by Government

Management Contract: In this, a management contract differs from a service contract in that the private entity is accountable for all aspects of operations and maintenance of the facility under contract.

Lease: Under this type, the government grants a private entity a leasehold interest in an asset. The private partner operates and maintains the asset in accordance with the terms of the lease.

Concession: In this system, the government grants a private entity the rights to provide operate and maintain an asset over a long period of time in accordance with performance requirements setup by the government. The public sector keeps ownership of the original asset, while the private operator retains ownership over any step up made during the period.

Divestiture: Under this type, the government transfers an asset, either in part or in full, to the private sector. Generally the government will include certain pre conditions with the sale of the asset to make sure that improvements are made and citizens continue to be served.



Benefits

The advantages of Public Private Partnerships (PPP's) include the following:

- Prompt, efficient and cost effective implementation of projects
- Value for money for the taxpayer because of optimal risk management and transfer
- Value Addition through synergies between public sector and private sector companies, in particular, through the integration and cross transfer of skills, knowledge and expertise
- Lessening of constraints through higher productivity of labour and capital resources in the delivery of projects
- Competition and higher construction capacity (including the involvement of overseas firms, especially in joint ventures and partnering arrangements)
- Responsibility for the provision and delivery of quality public services through an performance incentive management/regulatory system
- Innovation and improvement in the provision of public facilities
- Effective use of state assets to the benefit of all users of public services

PPP in India

Development and use of P3P for providing infrastructure services has now at least a decade of presence in India, with the majority of projects coming in line in the last 5 years. Policies in favor of inviting private involvement as well as innovation with different structures have met with varying level of success. Some sectors like telecommunications, power, ports and roads have done very good progress as compared to others.

Some states have taken up far more P3P than others, and a much larger use of P3P in some sectors than others.

As per a report by Ministry of Finance Government of India (www.pppindiadatabase.com), the figures are as below:

STATE WISE FIGURES

States	Total Number of Projects based on value of contracts					
	Total Number of Projects	Based on 100 crore	Between 100 to 250 Crore	Between 251 to 500 crore	More than 500 crore	Value of contacts
Andhra Pradesh	63	1062.93	1554.27	3188.53	33473.7	39279.43
Bihar	2	4	0	418.04	0	422.04
Chandigarh	14	15	0	0	0	15
Chhattisgarh	4	70	304	464	0	838
Delhi	9	95	0	408.2	10374	10877.2
Goa	2	30	220	0	0	250
Gujarat	27	130.06	277.22	3360.9	14943.71	18711.89
Haryana	2	0	0-	756	0	756
Jharkhand	6	131	550	0	0	681
Karnataka	95	980.39	1692.55	12203.31	24615.6	39491.85
Kerala	11	114	112	615.5	11131	11972.5
Madhya Pradesh	37	1027.32	1117.28	2694.95	2949	7788.55
Maharashtra	285	118.5	745.5	1099.84	32061.95	34025.79
Orissa	16	235.1	0	500	6888.34	7623.44
Pondicherry	2	0	0	419	1867	2286
Punjab	19	537.26	434.72	572	0	1543.98
Rajasthan	49	523.92	783.79	833	3112.7	5253.41
Sikkim	24	175.59	558	2669	13708	17110.59
Tamil Nadu	30	143.31	555.6	6412.87	5340	12451.78
Uttar Pradesh	5	0	0	1458.57	649.21	2107.78
West Bengal	5	0	200	1214.4	641	2055.4
Inter-State	13	160.45	195	2294.67	5984	8634.12
Total	450	5638.83	9299.93	41582.78	167739.21	224175.8

SECTOR WISE FIGURES

Sector	Total Number of Projects	Based on 100 crore	Between 100 to 250 crore	Between 251 to 500 crore	More than 500 crore	Value of Contacts
Airports	5	0	0	303	18808	19111
Education	1	93.32	0	0	0	93.32
Energy	24	175.59	558	2669	13708	17110.59
Ports	43	96	970	2440	62992.95	66498.95
Railways	4	0	102.22	905	594.34	1601.56
Roads	271	3162.5	5526.49	32861.87	60453.92	102004.7
Tourism	29	742.56	674.52	0	1050	2467.08
Urban Development	73	1283.86	1468.7	2403.91	10132	15288.47
Total	450	5638.83	9299.93	41582.78	167739.21	224175.8

Problems/limitations

Despite of its benefits and increasing adoption of PPP, there are some constraints too which can be summarized as:

- Ability to undertake long-term equity cannot be provided by the market in the present financial scenario.
- Most sectors face a lot of obstacles because of stringent regulatory framework. So its important to convert such policies into PPP friendly and active participation of various state projects are essential.
- Lack of ability of private sectors to fit into the risk of investing in diversified projects because of the lack of expertise and skilled manpower. This is primarily seen in the projects like modernization of new airports, transmission systems and building power generating plants.
- Lack of credibility of bankable infrastructure projects used for financing the private sector should also be addressed.

CONCLUSION

Although public-private partnerships (PPP/P3P) are not the only solution for the limitations of public management, they have added significantly to improving public services, and continue to help government with much needed resources to close the infrastructure gap. This paper has attempted to bring forth the basic understanding of public private partnership besides tracing its past and looking into present. In addition to the benefits discussed above, governments and donor deciding whether to engage in P3P should consider the type of arrangement. In the same manner, they should seek to understand the nature of skills that are lacking. Constraints to P3P are usually due to a lack of professional skills rather than managerial skills. In growing markets, assistance from multilateral banks can complement private financing where pure private financing is not feasible for projects.

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IMPORTANCE OF PERFORMANCE OF EXPATRIATES IN PAKISTAN

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ABSTRACT

The purpose of this research study is to explore the practice of the cross cultural training before expatriates are posted on overseas assignments, and to assess the impacts of cross cultural training on the performance of expatriates. Multinational organizations need expatriates who can be representatives, ambassadors and have knowledge of coordination, integration of operations, knowledge transfer, and global managerial skills as they are investing in foreign markets to establish some subsidiaries in foreign countries. During this process, many of expatriates are not able to complete their overseas assignments. The rate of failure sometimes can reach to 85 percent. The main reasons of this high rate are culture shock, difficulties in adjustment, and so on. A questionnaire was developed based on the theoretical framework. The samples comprising 100 expatriates were taken from different organizations; education, construction, telecommunication, and the press and media were focused in particular. The conclusion of the study has revealed that there are multi-faceted benefits of cross cultural training for expatriates working abroad. Cross cultural training can minimize culture shock, and premature return. Moreover, it can facilitate cultural adjustment, high productivity, and expatriates' performance. The study has been delimited to the global companies operating in Pakistan. However, the majority of the organizations is established in Islamabad.

KEYWORDS: *Expatriates, Performance, and Cross Cultural Training, JEL Classification: M12, M16 and M19*

INTRODUCTION

There has been a growing interest in international human resource management because of globally increasing multinational enterprises. Internationally effective human resource management can be a crucial determinant of success in international business, and multinational organizations can face difficulties in fulfilling global strategies successfully if they have a shortage of internationally, qualified, skillful managers (Shen, 2005, p. 656). Trained expatriates can help multinational organizations operating abroad to have competitive advantages. Because it will supply these organizations with an exceptional and distinguished position that can develop not only quality and standard of service but products as well. The constant innovations and increased productivity, and profitability can be provided by the effective and successful training (Zheng, Hyland, and Soosay, 2007, p. 472).

The performance of the foreign subsidiaries heavily depends upon the performance of expatriates, that is, an expatriate manages the foreign offices so as to create and sustain competitive advantages in different countries (Russell, 2006, p. 23). Therefore, it is important for the organizations to select the right expatriate to be posted on overseas assignments as selecting a skillful manager, getting the right expatriates are just the first step for an organization to be successful on assignment abroad (Brown, 2006, p. 6, & Black, Gregersen, & Mendenhall, 1992, p.3).

The issues faced by global organizations are selecting, training, adjustment difficulties, families, premature, repatriation problems, culture shock experience of expatriates (Russell, 2006, p. 25), and quite high failure rate of expatriates. Majority of expatriates are not successful, and do not have good performance so they return back early. With the proposed study, the authors wanted to explore the practice of the CCT before expatriates are posted on overseas assignments and the authors wanted to assess the impact of CCT factors on expatriates' success and performance by utilizing integrated theoretical framework. The significance of this research about Pakistan was to examine and to find out as to what extent the companies furnish CCT, which criteria they could take care of while selecting expatriates before the deportation to Pakistan, and also to find out the resolution to the dilemma whether there is any gap between theory and practice.

This paper conducts a case study among 100 expatriates working in different multinational organizations in Pakistan. For the purpose of this study, a questionnaire was administered through emails. In total 100 expatriates from global organizations operating in Pakistan were selected for the formation of the sample. Mostly education, construction, and telecommunication firms were represented in the sample. All of the expatriates' organizations operated in either joint ventures or representative offices in Pakistan.

For the research, the authors contacted expatriates working in Pakistan, but because of the security issues, it was impossible to contact every expatriate in Pakistan who has been working in multinational companies. So the authors used non-probability method of sampling. From the total population which is not known, the probability of each case has been selected. That is why the authors used purposive sampling that gave him the chance to choose courses which were appropriate for helping him to accomplish the goals. The questionnaire used for this study was developed by Selmer (2006). The authors got help from the questionnaire of Qi and Lange (2005) related to the selection of expatriates and some questions regarding the expatriates' training (p. 40). The independent variables were: 1. Cross Cultural Training, 2. Selection of the

expatriates for foreign assignments, 3. pre-departure CCT, 4. Culture shock, 5. Language ability, 6. Personal characteristics, 7. Family related issues, 8. Post arrival CCT, and 9. Dependent variable; performance of expatriates.

Factor analysis is a multivariate analysis involving complex algebraic method to discover patterns in several variables (Babbie, 2004) or to identify underlying variables, or factors. Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity are used to examine the suitability of the data for factor analysis through assessing patterns of correlations in the data. KMO is used to measure sampling adequacy. The value of KMO ranges from 0 to 1. If it is 0.60 or higher, factor analysis is appropriate. In this case the KMO is 0.809 (which is greater than 0.6) therefore, sampling adequacy is confirmed.

Bartlett's Test of Sphericity tests the hypothesis that correlation matrix is an identity matrix. Bartlett's statistics are significant [$\chi^2 (55) = 351, p < 0.000$] and therefore the hypothesis is accepted that correlation matrix is an identity matrix. So this data set is suitable for factor analysis (TABLE 11).

TABLE 1: KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.809
Bartlett's Test of Sphericity	Approx. Chi-Square	351.460
	Df	55
	Sig.	.000

Error! Reference source not found. 1A presents the communalities for each of the variables that have been included in the analysis. The communality reflects the proportion of shared variance for each variable. There are seven methods of data extraction:

1. Principal Component Analysis (PCA)
2. Unweighted Least-Squares Method
3. Generalized Least-Squares Method
4. Maximum-Likelihood Method
5. Principal Axis Factoring
6. Alpha
7. Image Factoring

If there is a likelihood of the issue of multicollinearity, then PCA is used. Because in the present analysis, the issue of multicollinearity was very likely, therefore, PCA was used. Communalities extracted are given in **Error! Reference source not found.**

Components with Eigenvalues greater than one were found to be only three with cumulative variance of 69 percent (**Error! Reference source not found.**). In order to have optimal levels of variance, "number of components" was used as a criterion for selection of components. As a

result, five components were extracted which yielded cumulative variance of about 82 percent (**Error! Reference source not found.**).

As mentioned earlier that PCA was used for extraction of components. Components Matrix showing five components extracted is given in **Error! Reference source not found.A**. In order to derive meanings, Rotated Component Matrix was generated which is given at 4A. Component Plots in Rotated Matrix can be seen in **Error! Reference source not found.**. For this purpose, Varimax with Kaiser Normalization method was used to minimize the number of variables with high loadings on a component. The resultant Component Transformation Matrix is at **Error! Reference source not found.5A**.

The CCT process of managers is crucial for multinational organizations. The reason(s) why the CCT process of managers is significant for them is that; it can facilitate managers to receive both knowledge and skills to fulfill their duties better. Thus companies include different types of factors while providing CCT. The interests can differ from company to company. For example, while some of them pay more attention to cultural awareness, the others can pay more interest to technical competence or interpersonal ability, and etc. In order to find out which variables should include in CCT according to international experiences of the expatriates working in Pakistan, the question “which of the following factors should CCT include?” was asked to respondents. The respondents rated frequency of the use of various variables on a scale of 5 (with 1= least important and 5= most important).

CCT of expatriates is vital for multinational organizations, as it facilitates them in fulfilling their duties in effective ways (Haile and Jones, 2007). Thus agile companies remain more responsive to the CCT needs of their employees working on assignments in foreign countries. However, the focus of CCT varies from company to company, which includes cultural awareness, technical competence, and interpersonal ability, confidence and cross cultural skill development. Following sections present survey results related to the importance of these factors in Pakistan.

Confidence building has emerged as the most important factor with the mean score of 3.59 (SD=0.941) on a scale of 5.00 followed by cross cultural skills development (3.576)

When the authors wanted to observe which variables such as cultural awareness, technical competence, interpersonal ability, confidence, and cross cultural skill development, CCT should be in, it has been found out that the respondents from all sectors assessed that all factors were crucial. The importance of factors differs from sector to sector. For example, for education, the most important factor is confidence with the mean of 4.00. Cultural awareness, technical competence, and confidence with the same mean of 3.83 are the most important factors for construction. Then cultural awareness is for telecommunication and confidence are for press and media and others (TABLE 2). On the other hand, the highest support is coming from confidence for press and media with the highest mean of 4.83.

The results presented in TABLE 2 indicate that:

- The importance of variables differs from sector to sector
- All the variables are highly important
- The most important variable is confidence

It is believed that emotions affect behaviors, attitudes, and positive imitations develop performance. Hence, confidence is strongly beneficial for expatriates while accepting overseas

missions, and while working fulfilling their duties. Because psychological states of expatriates can affect their performance, and when expatriates feel confident they are able to perform more effectively (Compte and Postlewaite, 2004, p. 1536).

TABLE 2: THE FACTOR(S) CCT SHOULD INCLUDE

Fields		1	2	3	4	5
Education	Mean	3.5714	3.6098	3.5854	4.0000	3.7500
	N	42	41	41	41	40
	Std. Deviation	.96633	.83301	.86532	.86603	.86972
Construction	Mean	3.8333	3.8333	3.6667	3.8333	3.3333
	N	6	6	6	6	6
	Std. Deviation	.75277	.75277	.51640	.98319	.51640
Telecommunicat	Mean	4.1667	2.3333	3.3333	3.5000	4.0000
	N	6	6	6	6	6
	Std. Deviation	1.16905	1.63299	1.21106	1.37840	1.09545
Press & Media	Mean	4.3333	4.0000	4.5000	4.8333	4.1667
	N	6	6	6	6	6
	Std. Deviation	.51640	1.54919	.54772	.40825	.40825
Others	Mean	2.7500	2.8333	3.2500	3.7500	3.6667
	N	12	12	12	12	12
	Std. Deviation	1.65831	1.02986	.86603	.96531	1.15470
Total	Mean	3.5694	3.4225	3.5915	3.9718	3.7571
	N	72	71	71	71	70
	Std. Deviation	1.14850	1.09103	.88765	.94070	.89176

Note: 1= Cultural awareness, 2= Technical competence, 3= Interpersonal ability, 4= Confidence, 5= Cross cultural skill development

CCT programs significantly improve the performance of managers in MNCs. Research reveals five different CCT; 1) didactic training, 2) culture assimilation, 3) language training, 4) sensitivity training, and 5) field experience (Waxin & Panaccio, 2005 p.53 cited Tung, 1981). Many European, American, and Canadian MNCs provide at least the language training to the would-be expatriates, and also to the staff who aspires to increase their competence. But according to the respondents some training areas are much more important than the others.

The respondents working in different sectors in Pakistan declared that they had received some kinds of CCT programs before coming to Pakistan. But the majority of have not received cross cultural programs. The number of respondents who got some kinds of CCT is less than the number of the respondents who have not received any kinds of CCT programs. For example, the respondents who had special knowledge training were 43.1 percent, and who had not been 56.9 percent. For the other kinds of CCT the situation was almost similar, such as for language the percentage of respondents who received CCT was 45.8 and who have not been 54.2.

The situation for the number of respondents who have pre-departure training is similar to previous variable as percentage of it is 32.4 for respondents who have and it is 67.6 percent for the respondents who have not. Results depict (see **Error! Reference source not found.**) that similar to pre-departure CCT program the majority of the respondents (62 percent) did not receive the technical training, and a technical CCT program respondents could get technical CCT program

before coming to Pakistan. Finally, 43.1 percent of the respondents acknowledged that they received the cultural awareness cross-cultural training program, and the rest (56.9 percent) has not received such type of cultural awareness training program before coming to Pakistan. Generally multinational organizations provide some kinds of training to the staff who are sent on overseas assignments. But it would be better if they increase the number of expatriates who received the cross-cultural training.

This study reveals that the majority of the respondents could not get the opportunity to receive more CCT programs. Therefore, the results depict that the organizations should provide trainings focusing the cultural aspect. For example, more than half of the respondents stated that they have not received any kinds of CCT.

The results dictate that:

- The MNCs which sent expatriates to Pakistan mostly provided language and cultural awareness training CCT
- MNCs are not much interested in providing Pre-departure CCT as percentage of expatriates who received CCT is less than 50.

The responses show the trend that the CCT programs mentioned above are relevant (42.4 percent), and very much relevant (22.7 percent). CCT programs play a crucial role in their success when they are working on overseas assignments. The expatriates, working abroad, demand and support the cross cultural aspect to be included in their training. That is why the majority of them favored and chose the degree of preference; relevant and very much relevant. The moderately significant support comes from others with the mean of 4.18 following press and media with a mean of 3.66 (TABLE 1).

TABLE 1: SECTORIAL RATING RELEVANCE TO USE CC

Fields	Mean	N	Std. Deviation
Education	3.5526	38	1.05772
Construction	2.8000	5	1.09545
Telecommunication	3.6000	5	1.14018
Press & Media	3.6667	6	1.36626
Others	4.1818	11	.75076
Total	3.6154	65	1.07081

The more multinational organizations expand their operations into different countries, the more they interact with various cultures and local people. These kinds of organizations need to send their own employees. The sooner the expatriates make adjustments and develop contacts with the host country people and become aware of their cultural values the quicker they achieve success in their careers. The prior experience with a staff of host country can improve both cross cultural adjustment and success (Caligiuri, et al., 1998, p. 610).

In this survey, expatriates also favored the similar aspects as expatriates working in multinational organizations operating in Pakistan consider the training processes suitable for MNC's managers that consider exposure to new cultures, new environment, new job requirements and interactions with local people. The results of this part indicate that a significant number of respondents consider it inevitable preparing managers for on overseas assignments. For example, with 53.6

percent, they were considered suitable of special knowledge training. For other training processes, expatriates stated as follows: language training 61.8 percent, pre-departure training 59.4 percent, post arrival training 55.9 percent, and the highest percentage is cultural awareness & sensitivity training 70 percent.

Most of the respondents assessed the second training process; language training as the highest training process. According to TABLE 44, the respondents from education sector chose the second a meaning process “language training” with mean of 4.07; the respondents from construction sectora meano assessed the language training with mean of 4.00. Respondents from telecommunication with a mean of 4.16 and others with a mean of 3.83, both sectors rated “cultural awareness and sensitivity training” relatively high.

Moreover, the respondents working in press and media sector equally rated both “special knowledge training” and “language training” with a mean of 4.33. The reason of high rating of language training process appeals because the training programs of expatriates aimed at increasing the awareness about new culture and especially the new job requirements should necessarily consider language training. Without the capability of foreign language expatriates (managers) cannot be successful and would not interact with host country staff and local people in a convenient way minimizing cultural and language barriers as well. That is why respondents believe that language training preferably is ultimately needed for expatriates as an intimate vehicle of communication to interact with local people.

TABLE 4: PREPARING MANAGERS

Fields		1	2	3	4	5
Education	Mean	3.9231	4.0789	3.6316	3.6316	3.7500
	N	39	38	38	38	40
	Std. Deviation	1.01007	.94101	.81940	.97040	1.19293
Construction	Mean	2.6667	4.0000	3.5000	2.6667	3.0000
	N	6	6	6	6	6
	Std. Deviation	1.03280	.89443	.83666	1.03280	.63246
Telecommunication	Mean	2.6000	2.8000	3.8333	3.6667	4.1667
	N	5	5	6	6	6
	Std. Deviation	1.67332	1.48324	1.16905	1.50555	1.60208
Press & Media	Mean	4.3333	4.3333	4.0000	4.0000	4.2000
	N	6	6	6	5	5
	Std. Deviation	1.03280	.81650	1.54919	.70711	.83666
Others	Mean	2.5000	2.5000	3.1667	3.6667	3.8333
	N	12	12	12	12	12
	Std. Deviation	1.67874	1.16775	1.02986	1.07309	1.19342
Total	Mean	3.5000	3.7164	3.5882	3.5821	3.7681
	N	68	67	68	67	69
	Std. Deviation	1.35492	1.19095	.96561	1.04663	1.17755

Note: 1= Special knowledge training, 2= Language training, 3= Pre-departure training, 4= Post arrival training, 5= Cultural awareness & sensitive training

The significant number of responses from expatriates working in multinational organizations operating in Pakistan revealed that the exact and relevant time for providing CCT one-to-two

weeks prior to landing and starting the new job and not after arrival and starting the new job in the host country. A smaller proportion of the expatriates stated the other options regarding timing CCT. These results indicate that the cross-cultural training should be provided to expatriates just before they are expected to leave for the ex-destination.

A significant number of expatriates from all sectors rated the host country language ability as high because it affects them a lot. Exposure to special knowledge and learning language enable them to communicate with the host country people and facilitate the cultural awareness. This training also reduces any chance of confusion because of language and communication barrier protects expatriates (managers) from having any culture shock.

Host countries language abilities could affect elements such as facilitating communication with locals, attempting to learn about the host culture, enabling one to be polite, cultural awareness, permitting cultural understanding, and ability to choose appropriate words on different occasions of happiness and otherwise. The respondents (expatriates) emphasized these above mentioned elements with the following statistics; expatriates rated facilitating communication with locals with a percentage of 64.8, the percentage of attempting to learn about the host culture is 59.2, enabling one to be polite percentage is 52.1, cultural awareness have 66.2 percent, and finally they rated permitting cultural understanding with 53.9 percentages. So as it can be understood by giving information above regarding the effects of the language of the host countries that it is needed to let, provide and facilitate learning local staff languages for expatriates.

According to TABLE 5, the effectiveness of host country language ability differed from sector to sector though majority of them rated them moderately high. But the highest, most important and crucial element is “cultural awareness” by the press and media. The next important element “facilitate communication with local” was rated high by the construction sector. The mean values of the other sectors were found similar to each other. In education sector, the main result is 3.82 which shows the third highest rating among other variables. Here three elements share the same rates. These first three elements are: facilitating communication with the locals; attempt to learn about the host culture; and enabling one to be polite. Other sector mean (3.75) is also in accordance with these results permitting cultural understanding. This highlights the great significance of this element. Lastly, respondents from telecommunication sector rate two elements: facilitate communication with the locals; and cultural awareness with a mean of 3.33 with the same rate. The above discussion shows the significance of language training to multinational employees.

All respondents emphasized the importance of interactions with local people and the success of expatriates sometimes depends on the extent of expatriate’s communication with local people. Therefore, opportunities and capabilities of interactions with local people may help expatriates not having culture shock and enable them to adjust to new environment much more easily. It also helps them understand customs, norms, culture, and communication of the host country. Host country language ability can help expatriates to increase their job performance. The best interactions with local people can be by learning the language of local staff. This is the responsibility of organizations to teach their managers and make them aware of the local staff language if they want to be successful on their overseas assignments. So this question was designed in order to find out the importance of dimensions according to expatriates’ experiences abroad. They know successful interaction with local staff can facilitate in improving work performance of expatriates. Finally, learning, and understanding of host country’s local language

can help expatriates to understand their living styles, local myths, and cults. Understanding their cultures significantly can improve international relationships and can create much more favorable conditions of working.

TABLE 5: THE EFFECTIVENESS OF HOST COUNTRY LANGUAGE ABILITY

Fields		1	2	3	4	5
Education	Mean	3.8250	3.8250	3.8250	3.7317	3.8049
	N	40	40	40	41	41
	Std. Deviation	1.27877	1.03497	.87376	1.07295	.92789
Construction	Mean	4.1667	3.8333	2.6667	3.0000	2.6667
	N	6	6	6	5	6
	Std. Deviation	.75277	.98319	.81650	.70711	.81650
Telecommunication	Mean	3.3333	3.1667	3.0000	3.3333	3.0000
	N	6	6	6	6	6
	Std. Deviation	1.50555	1.47196	1.41421	1.63299	1.41421
Press & Media	Mean	3.8333	4.3333	3.8333	4.5000	4.0000
	N	6	6	6	6	6
	Std. Deviation	1.16905	.81650	.75277	.54772	.00000
Others	Mean	2.7500	3.0833	3.0000	3.4167	3.7500
	N	12	12	12	12	12
	Std. Deviation	1.86474	1.24011	.95346	.90034	1.05529
Total	Mean	3.6286	3.6857	3.5143	3.6571	3.6479
	N	70	70	70	70	71
	Std. Deviation	1.40570	1.12344	1.00351	1.07522	1.00141

Note: 1= Facilitate communication with locals, 2= Attempt to learn about the host culture, 3= Enabling one to be polite, 4= Cultural awareness, 5= Permitting cultural understanding

CCT helps develop awareness about the host country people, promoting clear lines of communication, developing better relationships, helping people to learn about themselves, encouraging confidence, building trust, motivation, developing listening skills, and etc. (Payne, 2004). Although there are various benefits of CCT, only 30 percent of expatriates get CCT before being posted on overseas assignments. The reason why CCT is not provided to the expatriates before their departure is that some previous authors believe that CCT is not so much effective for the expatriates to be successful on overseas assignments (Black & Mendenhall, 1990, pp. 114.115).

The results of the present study indicate that the majority of the respondents rated the importance and benefits of CCT relatively high. For example, 56.2 percent of expatriates stated that CCT is useful as it provides environmental briefings including information essential for practical arrangement, such as information about geography, climate, housing school, and etc. The percentage of the respondents who favored the statement; “through CCT expatriates can adjust to work” is 50 percent. According to the expatriates working for multinational organizations operating in Pakistan rated the statement; “through CCT expatriates can adjust to interacting with host national” very high with the percentage of 69.5 as the highest usefulness of the CCT. Through detailed literature review, it has been found out that expatriates could adjust to the

general non-work environment as well. This is supported and rated moderately with a score of 48.5 percent.

Except press and media expatriates from all other sectors rated the statement: “through CCT expatriates could adjust to interacting with host national” high and think that it is the ultimate benefit of CCT. The expatriates from other sectors rated the highest mean (3.83). The expatriates working for press and media field selected “CCT was useful as it provides environmental briefings including information essentially for practical arrangement, such as information about geography, climate, housing school, etc.” as benefits of CCT with the highest mean of 4.50 among all the respondents (

TABLE6).

The results of this part can be concluded as follows:

Figure 1: The benefits of CCT

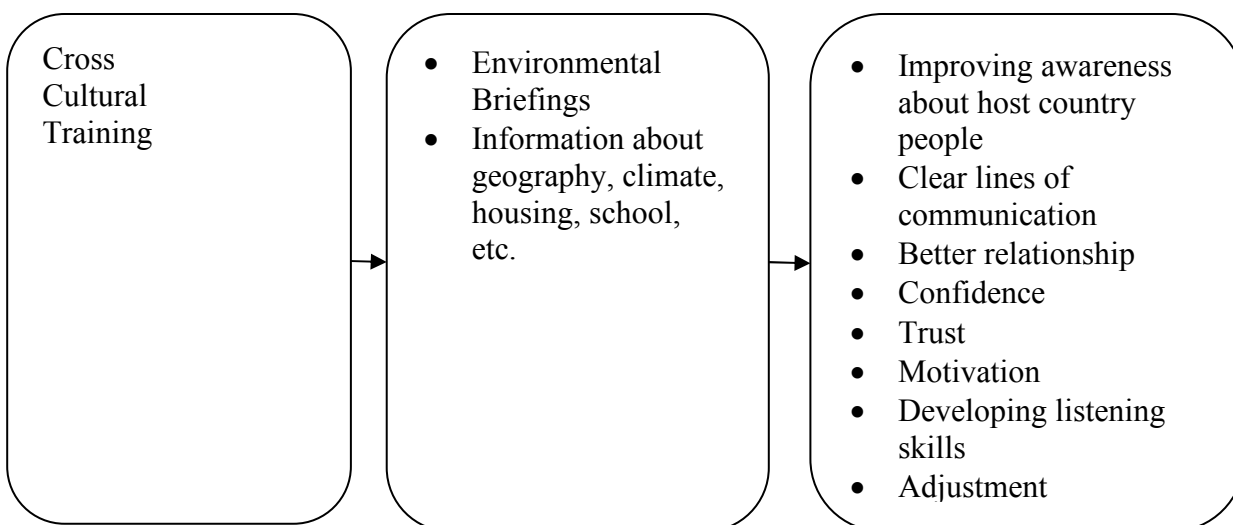


TABLE 6: BENEFITS OF CCT

Fields		1	2	3	4
Education	Mean	3.5952	3.4872	3.7179	3.3590
	N	42	39	39	39
	Std. Deviation	1.16994	.72081	.79302	1.01274
Construction	Mean	3.5000	3.0000	3.6667	3.0000
	N	6	6	6	6
	Std. Deviation	.83666	1.41421	.51640	.89443
Telecommunication	Mean	4.0000	3.3333	4.3333	3.5000
	N	6	6	6	6
	Std. Deviation	1.26491	.81650	.81650	.54772
Press & Media	Mean	4.5000	3.5000	4.4000	3.8333
	N	6	6	5	6
	Std. Deviation	.54772	1.04881	.54772	.98319

Others	Mean	2.3333	3.0000	3.8333	3.5833
	N	12	12	12	12
	Std. Deviation	1.49747	1.12815	.93744	.90034
Total	Mean	3.4861	3.3478	3.8382	3.4203
	N	72	69	68	69
	Std. Deviation	1.28910	.90466	.80317	.94567

Note: 1= CCT is useful as it provides environmental briefings including information essential for practical arrangement, such as, information about geography, climate, housing school, and etc., 2= Through CCT expatriates can adjust to work, 3= Through CCT expatriates can adjust to interacting with host nationals, 4= Through CCT expatriates can adjust to the general non-work environment.

This section highlights the results of responses regarding the duration of the training process. The expatriates working in Pakistan mentioned different duration of the training process of expatriates. Few of the respondents, with 26.4 percent, stated that training process of special knowledge training should be less than 5 days. The majority of the respondents stated that the duration of a language should be more than 5 weeks. But this response of training time duration varies from sector to sector. It is evident from the results that the respondents from all sectors had the strongest interests of language training. A great number of respondents mark language training significant and it is worthy to a better ability of language. Without having a good ability of foreign language it would be difficult to communicate with host country staff successfully. Learning a foreign language is not so easy within a few weeks. Hence, it would be better if language training could be provided for more than 5 weeks.

The other significant element is pre-departure training. Results reveal that the majority of the respondents (27.9 percent) rated 1-2 weeks training. Duration of post arrival should be 1-2 weeks (27.1 percent). Duration suggested for training in cultural awareness and sensitivity training is 3-5 weeks with 33 percentages.

The purpose of this part is to find out the job position of the expatriates working for various multinational organizations operating in Pakistan. It is useful to understand the position of the expatriates in order to explore the strengths and weakness of the MNCs whether they provide on-the-job training for their staff on overseas assignments, whether expatriates are satisfied with the CCT programs. Do they mainly perform technical or managerial responsibilities; do they have a need of local colleagues, etc. in Pakistan? These all factors can affect the performance of expatriates. So as to explore answers to the questions, respondents were asked in survey of following questions. They rated frequency of the use of a scale of 2 (with 1= yes and 2= no).

On-the-job training (OJT) refers to the training that is provided in the work place. During this process the new arriving expatriate learns job better while working. Most expatriates face problems in adapting to a new environment, which makes it difficult for them to operate successfully (Shih, et al., 2004, p. 168). Hence, multinational organizations provide on-the-job training in order to get the skills within the work environment. Getting general skills by on-the-job training, expatriates can use them in different jobs as well. Interestingly, some MNCs do not provide regular on-the-job training for their expatriates. One of the reasons is that some expatriates mainly have managerial responsibilities so they do not need to be provided on-the-job training by their firms. The other reason is that; sometimes these organizations do not have

strategies related to providing on-the-job training during their overseas assignments (Shih, et al., 2004, p. 172).

The statistics of results:

- Companies provide on-the-job training (72.2 percent) for expatriates working in Pakistan.
- The number of respondents who had some CCT programs (72.2 percent) is much more than others who had not any kinds of CCT 27.8 percent (TABLE 77).
- It is not known whether MNCs operating in Pakistan offer systematic on-the-job training or not.
- If not, it would be better if multinational organizations can provide systematic on-the-job training for their expatriates.

TABLE 7: PROVIDING ON-THE-JOB TRAINING ON OVERSEAS MISSIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	71.2	72.2	72.2
	No	20	27.4	27.8	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

This section focuses on whether the size of firms affects the level of training undertaken by multinational companies or not. The level of providing CCT varies from firms to firms. One of the significant factors is firm size. Firm size is considered as a significant source of strategic advantage. Larger firms have more financial resources than small firms since they have more planning and more alternative development (Mansour, 2010, p. 1).

The big firms have a positive influence on providing more CCT for their employees. Small multinational organizations support less CCT. So big firms benefit more from the continuous training they provide than the smaller companies. By providing relevant CCT, MNCs can get high productivity as well (De Kok, 2000 p. 3). It is confirmed that there is a positive relation between firm size and the amount of training (De Kok, 2000 p. 20). One of the main reasons why small firms face difficulties about providing continuous CCT for their employees is due to their technological activity. The other reason is that small firms invest less in training than large firms that invest more heavily in training (Castany, 2010, p. 564).

The larger the multinational organizations are in size, the more they can provide CCT for their expatriates. And the size of multinational organizations can affect the types of CCT as Zheng, et al. (2007) stated that the size of multinational organizations affects the types of CCT that they provide. The larger organizations provide CCT that may be different than the smaller organizations. For example, larger organizations provide more work-related training. But on the other hand, smaller organizations do not want to take the risk. The money they spend is less in terms of larger organizations (pp. 477-478).

Size of firms affects the level of training undertaken by multinational companies was designed with the aim of finding out the level differences between small and large organizations related to providing on-the-job training by MNCs. According to TABLE8, there is a positive relationship

between corporate size and the extent to which expatriates receive CCT. As a great number of respondents (57.5 percent) stated that the size of firms could affect the level of on-the-job training. It is concluded that the size of firms affects the level of on-the-job training

TABLE 8: THE SIZE OF FIRMS AND THE LEVEL OF TRAINING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	42	57.5	57.5	57.5
	no	31	42.5	42.5	100.0
	Total	73	100.0	100.0	

The question “are you satisfied with the training programs offered at this company” is related to satisfaction with CCT MNCs provided for their employees. In order to explore this question, respondents were asked this question in the survey. They rated frequency of the use of close-ended questions on a scale of 2 (with 1=yes and 2=no).

CCT is positively related to expatriate’s job adjustment. CCT is very significant for satisfaction as expatriate adjustment is strongly connected with job satisfaction. Hence, it is necessary to provide suitable CCT to increase job satisfaction of expatriates (Qin and Baruch, 2010, pp. 297-308). Moreover, CCT can be effective for satisfaction on the condition that expatriates are satisfied with. Otherwise, MNCs cannot get effective results from the CCT which they provide by spending a great deal of time and money.

Briefly, many MNCs does not provide comprehensive CCT for their expatriates; though CCT is positively related to expatriate job adjustment and job satisfaction i.e. CCT improves the adjustment and performance (Qin and Baruch, 2010, pp. 297-312).

“Are expatriates working in different multinational organizations operating in Pakistan satisfied with CCT?” The majority of the expatriates working in Pakistan is satisfied with the training programs offered by their companies. The results in TABLE 9 reveal that the numbers of respondents who are satisfied (72.6 percent), and who are not satisfied with it are (27.4 percent). It is significant for MNCs to increase the level of satisfaction as satisfaction can affect the performance and success of expatriates. The more satisfaction the expatriates have, the more they can be successful, and the less failure they can face (Figure 2).

Figure 2: The effect of expatriate satisfaction on expatriate success

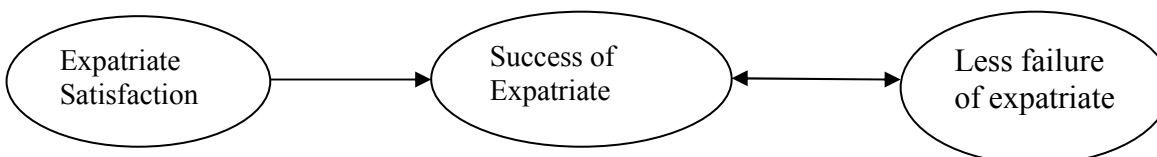


TABLE 9: SATISFACTION WITH CCT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	72.6	72.6	72.6
	No	20	27.4	27.4	100.0
	Total	73	100.0	100.0	

Abrams (2003) opines that “Technical work is the work that requires a fair amount of expertise to carry out, and whose results are inherently unpredictable”. Sometimes, expatriates are sent on

overseas missions with the objective of specific aim in order to perform technical skills, and technical responsibilities at the MNCs subsidiaries (Downes and Thomas, 1999; Van Aswegen, 2008, p. 38). Before sending expatriates, MNCs selects them frequently in terms of their technical competences (**Michael, 1996**). **For example**, the results of one study revealed that the majority of the respondents (87%) placed tremendous importance on the personal characteristic of technical competence of the expatriates (Chew, 2004). It is also believed by MNCs that technical competence is the first important personal characteristic that can affect both female and male expatriates' success (Caligiuri and Cascio, 1998, p. 396).

Similar results were revealed while conducting a survey in Pakistan. According to TABLE10, a great deal of the respondents (58.3 percent) working in different fields in Pakistan declared that they mainly performed technical work, and the others (41.7 percent) did not. To some extent, to prefer sending expatriates who have technical competence by MNCs is necessary but not sufficient for expatriates' performance.

TABLE10: PERFORMING TECHNICAL WORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	42	57.5	58.3	58.3
	no	30	41.1	41.7	100.0
	Total	72	98.6	100.0	
Missing	System	1	1.4		
Total		73	100.0		

With the advent of globalization, the challenges for MNCs are also increasing. As mentioned earlier, they need to have more and more subsidiaries and to compete with each other. Hence, many MNCs have realized that having only technical competence is not enough to struggle in foreign markets. Beside technical knowledge, they need to have other personal characteristics such as intercultural skills and international managerial abilities. The expatriate who has such personal characteristics can be successful and come up to the challenges of foreign mission (Gölz, 2003).

The expatriates, who are familiar with the culture, language, and customs of headquarters, can facilitate the transfer of corporate culture between headquarters and the subsidiaries. They are able to enhance communication and coordination as well. They can also provide technical and managerial skills that may not be immediately available at the local level (Downes and Thomas, 1999; Van Aswegen, 2008, p. 38).

Successful MNCs operating overseas generally prefers sending expatriates who have both technical competence and managerial competence as well. It would be better if MNCs could prepare the expatriates for different job environments. As shown in **Error! Reference source not found.11**, majority of the expatriates (63 percent) working in Pakistan acknowledged that they performed managerial responsibility. And just only (37 percent) stated that they had not any managerial responsibility. It can be concluded that multinational organizations operating in Pakistan can take care to send expatriates who have also managerial competencies.

TABLE 11 : PERFORMING MANAGERIAL RESPONSIBILITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	46	63.0	63.0	63.0
	no	27	37.0	37.0	100.0
	Total	73	100.0	100.0	

In the view of the significance of the need of local colleagues helps, it is believed that it can be useful to gain approach to this part. As pointed out earlier, it is so difficult to be successful on overseas assignments without the support of local staff. The main reason is that expatriates may face many problems such as culture shock, not knowing new environment, culture, laws, rules, and etc. But local colleagues or employees who have a wide variety of types of knowledge, know the culture of the host country better (Ball, et al. 2002, pp. 625-626) and have cultural awareness and local sensitivity (Antal, 2001, p. 2). Hence, without the help of local staff it can be difficult to adjust to the host country environment easily. They will also face some other significant problems such as understanding customs, norms, culture, and communication. Finally those problems may affect expatriates to be a failure on their overseas assignments. It will affect the performance of the expatriates (Toh & DeNisi, 2005, p. 132).

It is aimed to observe whether expatriates working in Pakistan really need local colleagues' helps or not. The analysis of this survey revealed that numerous of respondents from different fields of MNCs operating in Pakistan stated that they really needed the help of local colleagues. More than fifty respondents (56.2 percent) confirmed that local staff helped them; only (43.8 percent) reported that there was no need of local staff (TABLE 1212). As a result, expatriates from parent country need help from their host country staff.

TABLE 12: NEED OF LOCAL COLLEAGUES HELPS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	41	56.2	56.2	56.2
	no	32	43.8	43.8	100.0
	Total	73	100.0	100.0	

This section focuses on how international experience helps expatriates to find a better job in the parent country. As mentioned earlier, there are various reasons why people accept the responsibility of working on assignments abroad. One of the main reasons why expatriates accept to be assigned overseas is getting better international work experiences. They believe that after returning from abroad, they will be able to find better job opportunities (Toh & DeNisi, 2005, p. 138).

Expatriates play a vital role in foreign missions. Van Asvegen (2008) stated that the managers who have international experience can make strategic decisions. These strategic decisions reflect important knowledge, information relating to foreign customers and social, political, legal, and economic systems in the markets of the company. According to the authors, there is only one way that these expatriates can get such knowledge and information on the foreign markets by working on overseas assignments (p. 41).

The expatriates who have not international experiences can make poor strategic decisions. The lack of international experience can lead mismanagement. The mismanagement of expatriates can cause failure of them on overseas assignments because they cannot formulate and implement global strategy precisely (Van Asvegen, 2008, p. 53).

Results related to this section reveal that expatriates with international experiences can get benefits of finding jobs in their parent countries. As shown in TABLE 13 the respondents working in Pakistan stated that they believed that the experience they gained in Pakistan would help them to find a job in their home countries. The rate of respondents who believed that it would help them to find the job is quite high (64.3 percent), and who did not believe was 35.7 percent.

TABLE 13: BENEFITS OF INTERNATIONAL EXPERIENCES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	45	61.6	64.3	64.3
	no	25	34.2	35.7	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

CONCLUSION

With this part of the survey, it is aimed that whether the MNCs operation in Pakistan is providing some CCT such as post arrival training (on-the-job training) in order to increase the level of expatriates' performance. These subtitles were carried out with the purpose if expatriates need local colleagues' helps, the effects of the size of firms in providing CCT and the impacts of satisfaction on expatriates' performance. Why MNCs sent expatriates to Pakistan and to what extent expatriates are performing technical work, and performing managerial responsibilities. Finally, what the benefits of international experiences are.

It has been observed through this question that the larger organizations can provide more CCT programs as they have more financial resources. Satisfaction with job facilitates expatriate adjustment. Satisfaction and adjustment of expatriates can help them to have high performance. The results of this study reveal that expatriates working in Pakistan have extremely high performance as they are strongly satisfied with CCT provided by their companies.

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Appendix A:

TABLE 2A: COMMUNALITIES

	Initial	Extraction
PerChar1	1.000	.712
PerChar2	1.000	.788
PerChar3	1.000	.820
PerChar4	1.000	.829
PerChar5	1.000	.863
LA1	1.000	.887
LA2	1.000	.809
LA3	1.000	.909
FamSit1	1.000	.806
FamSit2	1.000	.745
FamSit3	1.000	.808

Extraction Method: Principal Component Analysis.

TABLE 2A: TOTAL VARIANCE EXPLAINED

Component	<u>Initial Eigenvalues</u>			<u>Extraction Sums of Squared Loadings</u>			<u>Rotation Sums of Squared Loadings</u>		
	Total	Variance	% of Cumulative	Total	Variance	% of Cumulative	Total	Variance	% of Cumulative
1	5.003	45.483	45.483	5.003	45.483	45.483	2.099	19.083	19.083
2	1.377	12.522	58.006	1.377	12.522	58.006	2.006	18.233	37.316
3	1.176	10.687	68.692	1.176	10.687	68.692	1.712	15.561	52.878
4	.800	7.271	75.964	.800	7.271	75.964	1.705	15.496	68.374
5	.622	5.651	81.615	.622	5.651	81.615	1.456	13.240	81.615
6	.557	5.060	86.674						

7	.390	3.541	90.216
8	.368	3.341	93.557
9	.316	2.873	96.430
10	.251	2.278	98.708
11	.142	1.292	100.000

Extraction Method: Principal Component Analysis.

TABLE 3A: COMPONENT MATRIX^A

	Component				
	1	2	3	4	5
PerChar1	.729	-.189	.236	-.009	-.299
PerChar2	.792	-.127	.192	-.281	-.168
PerChar3	.681	.171	-.190	.083	-.533
PerChar4	.532	.623	.348	-.179	.074
PerChar5	.438	.797	.067	-.015	.176
LA1	.806	-.229	-.344	-.232	.116
LA2	.605	.211	-.510	.368	-.055
LA3	.687	-.160	-.354	-.481	.234
FamSit1	.784	-.065	-.012	.373	.221
FamSit2	.695	-.274	.097	.343	.244
FamSit3	.567	-.267	.638	.068	.059

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

TABLE 4A: ROTATED COMPONENT MATRIX^A

	Component				
	1	2	3	4	5
PerChar1	.668	.241	.186	.067	.410
PerChar2	.642	.488	.079	.198	.306
PerChar3	.231	.202	.139	.199	.817
PerChar4	.304	.104	.021	.845	.105
PerChar5	-.055	.063	.164	.898	.154
LA1	.213	.801	.349	.037	.278
LA2	-.188	.239	.575	.194	.590
LA3	.120	.919	.160	.117	.102
FamSit1	.320	.242	.751	.191	.211
FamSit2	.432	.222	.709	.015	.073
FamSit3	.842	.040	.280	.109	-.087

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 19 iterations.

TABLE 5A: COMPONENT TRANSFORMATION MATRIX

Component	1	2	3	4	5
1	.491	.514	.471	.326	.407
2	-.358	-.236	-.130	.876	.179
3	.761	-.448	-.154	.243	-.371
4	-.090	-.641	.722	-.143	.197
5	-.207	.261	.465	.216	-.791

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Bearing uncertainty and stress	71	1.00	5.00	3.5775	1.34867
Reacting flexibly to new things	70	1.00	5.00	3.8286	1.06283
To be objective & willing to accept recommendation from locals	70	1.00	5.00	3.8286	1.04910
Willingness to accept local thoughts, behaviors and customs	70	1.00	5.00	3.7714	.98056
Social skills	72	2.00	5.00	3.6389	.93907
understanding the host country language	72	1.00	5.00	3.4167	1.17185
Support of your family / spouse	73	1.00	5.00	3.7945	1.35358
Valid N (listwise)	68				

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AN ASSESSMENT OF THE ROLE OF STUDENTS SATISFACTION IN WORD OF MOUTH

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ABSTRACT

Purpose: The intent of this study is to comprehend the relation between student satisfaction and internal marketing. The study was conducted to explain those determinants which are crucial for positive word of mouth. **Methodology/sample:** A cross-sectional research on business schools through questionnaire is conducted. Population of study is NAAC accredited institutes in Bangalore. Responses are analyzed using factor analyses and regression analyses. **Findings:** Result reveal that non administrative aspect and program issue have a very significant impact on student satisfaction which have an indirect effect on word of mouth through satisfaction. **Practical implications:** Findings of this research are likely to help the educational institutes to target assets to those regions which assumes a prevailing part to their engaging quality and aggressiveness. **Originality/Value:** Impact of HEdPERF dimensions on student satisfaction is found rare in literature.

KEYWORDS: Student Satisfaction, Business School, Higher Education, Word Of Mouth And Hedperf

INTRODUCTION

Higher education plays a pivotal role in the growth and development of any nation. It helps bring about economic growth, national development and provision of human resources to the country (Husain et al., 2009; Dib and Alnazer, 2013). Higher education has transformed because of globalization in the world market, which has result in commercialisation of higher education and integrated customer centric approach as a mission. Labelled as the sector that has experienced the highest number of changes over the last two decades (Key Note, 2011), the higher education sector has been at the forefront of intense changes. There is complex increment in number of higher education establishments in India in recent decades however no achievement in fulfilling the request of rivalry and worldwide intensity. According to Indian Education Review, News “No Indian University in World’s Top 200 (QS Rankings 2012, 12 Sep 2012.) Calling for an ‘overriding emphasis on quality’, Singh admitted that “the unprecedented growth in higher education could be happening without any commensurate improvement in quality”. The general situation of higher education in India does not coordinate with the worldwide quality measures. Therefore, quality is one of the most crucial parameter for socio economic development. It has likewise turns into a focused weapon for the institutions to draw in and serve the students primary customer. Students are the consumers for institutions of higher education, therefore, identify the satisfaction level of students is a significant factor to survive in the environment of competitive market, while the increased level of student’s dissatisfaction will lead to drop-out of the institution (Kerlin, 2000).

Students are the basic component for accomplishment of any college. A population of satisfied student will bring nonstop favorable circumstances for the universities through positive verbal correspondence and furthermore give a superior position to them in managing different contenders Customer satisfaction is a very important element in the formation of customer’s desires for future purchase (Lai et al., 2011; Syed et al., 2011; Mittal & Kamakura, 2001. The main aim of this study is to identify and evaluate the drivers that influence student satisfaction in the higher educational environment. Specifically, this study seeks to measure the influence that each driver has on student satisfaction and word of mouth mediated by student satisfaction.

PURPOSE OF THE STUDY

The main aim of this study is to identify and evaluate the factors that influence student satisfaction in higher educational environment. The research objectives are:

- To investigate the HEdPERF scale in Indian higher education sector.
- To evaluate the influence of dimension of HEdPERF on student satisfaction.
- To examine the effect of student satisfaction on word of mouth.

BACKGROUND

Indian Higher Education Sector: Indian advanced education framework is third biggest in world. There were 3 University in British creations the Universities of Madras, Calcutta and Bombay however now in 2015, there are more than 700 colleges and 35,000 schools taking into account more than 30 million students spread over each state and union domain. The primary representing body at the tertiary level is the University Grants Commission, which authorizes its models, prompts the legislature, and arranges between the centre and the state. The is enormous increment number of Universities from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development,

318 State Universities, 185 State Private Universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations).

TABLE 1: NUMBER OF UNIVERSITIES IN INDIA

S. No	Types	Number
1	Central Universities	45
2	State Universities	318
3	State Private Universities	185
4	Deemed Universities	129
5	Institutions of National Importance	51
6	Institutions (established under various State legislations)	4

Source: AISHE Portal (www.aishe.gov.in)

Regardless of having thrice biggest advanced education framework, still Indian is inadequate as far as quality and magnificence because of which Indian industry and administration areas are reeling under the lack of gifted people.

Cheng and Tam (1997) found that there are seven models for quality education, namely

- Satisfaction
- Goal,
- Absence of Problems
- Resource-Input
- Organizational Learning
- Legitimacy
- Process.

Instruction establishments consider understudy fulfillment to be one of the real components in deciding the nature of open projects in today's business sectors (Kuo, Walker, Belland, and Schroder, 2013). Particularly colleges are growing new methodologies to gauge quality with reference to understudy fulfillment (Mark, 2013). The requests and needs of understudies are basic for higher instructive organizations on the off chance that they need to be focused (Khosravi, Poushaneh, Roozegar, and Sohrabifard, 2013).

LITERATURE REVIEW

Service Quality: The definition of higher education quality is dependent on various stakeholders who experience the different services provided by higher education institutions. As students are the main stakeholders of any higher education institution, their experiences in engaging with the different services provided during their student years comprise service quality (Jancey and Burns, 2013). Lewis and Booms (1983, p. 100) were perhaps the first to define service quality as a “measure of how well the service level delivered matches the customer’s expectations”. Some suggest that it stems from a comparison of performance perceptions with expectations (Parasuraman et al., 1988), while others argue that it is derived from a comparison of performance with ideal standards (Teas, 1993a, b) or from perceptions of performance alone

(Cronin and Taylor, 1992). According to Dyson et al., 1996 the service quality is so called the better and standardized output delivered by a service.). Several studies have attempted to develop and examine service quality models in the context of higher education. For example, Abdullah (2005) proposed HEDPERF, a scale to measure perceived service quality in the Malaysian higher education sector using five dimensions, that is, academic aspects, non-academic aspects, program issues, reputation and access. The initial scale was developed and validated using a sample of 409 students from 6 Malaysian universities in July-August 2003. The results of this study showed that students perceived only 'access' to be a significant determinant of service quality. Therefore, perceived service quality could be the product of the evaluations of a number of service encounters and in this case, of a student, these could range from encounters with office staff, to encounters with tutors, lecturers, the head of departments, etc (Hill, 1995).

Student Satisfaction : Within the context of higher education, satisfaction is perceived as “a short-term attitude resulting from an evaluation of a student’s educational experience” (Elliott & Healy, 2001, p.2). Student satisfaction is an important part of the effort to market higher education successfully (Hermans, Haytko, & Mott-Stenerson, 2009. According to Sapri et al. (2009), student satisfaction plays an important role in determining the accuracy and authenticity of the services being provided. This is further supported by Barnett (2011) who states that satisfaction of students is important as it is the only performance indicator of service quality for service providers of higher education. There are many ways to explain the facets of student satisfaction. As an example, Kaldenberg et al., (1998) looked at factors such as coursework quality, non-curriculum events and other university-related factors as determinants of student satisfaction. Grossman (1999) also pointed out that students are customers or clients and education providers are expected to prioritise and meet the expectations of their students.

Word of Mouth: Word-of-mouth (WOM), therefore, has been a frequent catchphrase in the marketing literature for many years (Garnefeld, Helm & Eggert, 2011; Söderlund & Rosengren, 2007). WOM is more effective in influencing customers’ behaviour than marketer-initiated communications (Buttle, 1998). Accordingly, marketers rediscover positive WOM as a powerful marketing instrument to attract new customers (Ahrens, Coyle & Strahilevitz, 2013; Gremler, Gwinner & Brown, 2001; Sweeney, Soutar & Mazzarol, 2012). It is widely documented that satisfied customers engage in positive WOM. Anderson (1998, p. 6) even asserts that the “individual degree of satisfaction with consumption experience is generally regarded as the key antecedent of product-related word of mouth”. In line with this proposition, copious studies confirmed the positive influence of satisfaction on WOM (e.g. Athanassopoulos, Gounaris & Stathakopoulos, 2001; Bone, 1992; Bowman & Narayandas, 2001; Eggert & Helm, 2000; File, Cermak & Prince, 1994; Gremler, Gwinner & Brown, 2001; Heitmann, Lehmann & Herrmann, 2007; Hennig-Thurau, Gwinner & Gremler, 2002; Jones & Reynolds, 2006; Lee & Jaafar, 2011; Macintosh, 2007; Mangold, Miller & Brockway, 1999; Mittal, Kumar & Tsiros, 1999; Price & Arnould, 1999; Ranaweera & Prabhu, 2003; Söderlund, 2006; Swan & Oliver, 1989; Verhoef, Franses & Hoekstra, 2002; Wangenheim & Bayón, 2007; Wirtz & Chew, 2002). Within the context of this study, WOM communication behavior is concerned with the extent to which students talk to their friends about their university subsequent to their enrollment.

- **H1: Service quality of higher education impact on student satisfaction significantly.**
- **H2: Service quality of higher education impact WOM behavioral intention significantly.**

- **H4: Student satisfaction impact WOM behavioral intention significantly.**
- **H4: Student satisfaction mediates the relation between service quality and WOM behavioral intention significantly.**

METHODOLOGY

Sample design and data collection: The target population for this study was limited to NAAC accredited management institutes, as accredited institutions would have better educational standards in comparison to non-accredited institutes, thus it would present a clear picture of student satisfaction on service quality of institutes. The survey was conducted through self-administered questionnaires. Bangalore is an instructive centre point of India and higher number of students enrolled themselves for higher studies in Bangalore. A convenience sample was drawn for the survey. A total of 350 questionnaires were distributed and 240 were returned (68% response rate). All the responses with missing data were also excluded and ultimately, 226 responses were deemed fit for further analyses (65% response rate). Of these valid responses, 57% were from male whereas 43% were from female.

TABLE 2: NUMBER OF INSTITUTES HAVING NAAC ACCREDITATION

Institutes	Accreditation	Number	Percentage
3.76 – 4.00	A++	-	
3.51 – 3.75	A+	1	2.38
3.01 – 3.50	A	20	47.61
2.76 – 3.00	B++	-	
2.51 – 2.75	B+	-	
2.01 – 2.50	B	17	40.47
1.51 – 2.00	C++	-	
	C+		
	C	2	4.76
Total		42	

Source: www.naac.gov.in

RESEARCH INSTRUMENT

The constructs in this study were measured using seven -point Likert-type scale and multiple items. All measurement items validated in previous studies were adopted for this study. HEDPERF (Higher Education Performance) instrument developed and tested by Abdullah (2005, 2006a, 2006b) was used to measure the service quality in higher education context. The archetype of HEDPERF consists of 41 items categorized under six dimensions, namely, non-academic aspects, academic aspects, reputation, access, program issues and understanding (Abdullah, 2005, 2006a, 2006b). In later work (Firdaus, 2006b) dimension understanding was excluded, and dimension access proved to be the most relevant dimension of quality service in higher education. Hence the HEDPERF model adapted in this study consisted of 5 dimensions. Satisfaction is assessed with four emotion-laden items derived from Westbrook and Oliver (1991), where respondents are asked to indicate their level of satisfaction with the education service provider. Example item-statements that respondents are asked to rank are 'I feel that my experience with institute has been enjoyable' and 'My choice coming to institute was a wise one'. WOM behavioural intention is measured using eight items adapted from Harrison (2001)

and Goyette et al. (2010). Respondents are asked to rate item statements such as 'I have mentioned this service organization to others quite frequently' and 'I seldom miss an opportunity to tell others about this service organization.'

RESULTS & DISCUSSION

Objective 1: To Study the HEDPERF Scale in Indian higher education sector.

To achieve this objective factor analysis, correlation analysis and reliability analysis are used. To establish the internal consistency, Cronbach's alpha value for reliability is calculated. All values are above 0.60, which may be considered as reliable. Construct validity (convergent and discrimination) is checked through factor analysis. In order to check the appropriateness of factor analysis Kaiser Meyer Olkin (KMO) and Bartlett's test were used. The results are shown in table 3. The KMO value is greater than 0.5 and the significance level for Bartlett's test value is 0.000 which shows that the value is significant at 1 per cent level of significance, therefore it is appropriate to apply factor analysis. Exploratory factor analysis was performed on 41 items scale of HEDPERF. The principle component method was used to extract factors with an initial setting for Eigen values greater than 1.0(Field, 2005). Orthogonal rotation (Varimax) was applied to reduce potential multi co linearity among the items. Table 3b shows results of exploratory factor analysis. It resulted in five orthogonal distinct factors, i.e. academic aspect, non-academic aspect, access, programme issue and reputation. These factors confirmed the original scale and together they explained 64.58 percent of variance. The first factor 'academic aspect' comprised nine items and explained 13.34 per cent of the total variance. This factor had an Eigen value of 2.01. The items, AI, A2, A3, A4, A5, A6, A7 and A9 loaded on this factor. The second factor 'non-academic aspect' comprised ten items and explained 14.01 per cent of the total variance. This factor had an Eigen value of 2.97. The items NA1, NA3, NA4, NA5, NA6, NA8, NA9 and loaded on this factor. The third factor 'access' comprised four items and explained 9.20 per cent of the total variance. This factor had an Eigen value of 1.72. The items, AS2, AS3 and AS4, loaded on this factor. The fourth factor 'programme' issue comprised four items and explained 16.59 per cent of the total variance. This factor had an Eigen value of 2.36. The items P1,P2,P3 and P4 loaded on this factor. The fifth factor 'reputation' comprised four items and explained 11.44 per cent of the total variance. This factor had an Eigen value of 2.44. The items R2, R3 and R4, loaded on this factor.

TABLE 3A: KMO AND BARTLETT'S TEST RESULT

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.801
Bartlett's Test of Sphericity	Approx. Chi-Square	2810.391**
	df	66
	Sig.	.000
** Significant at the 0.01 level		

Source: Author's Processed

TABLE 3B: FACTOR LOADINGS AND RELIABILITY FOR HEDPERF SCALE

Items	Factor Loading	No of Items	Cronbach's alpha	%of Variance
AA1	.667	9	0.877	13.34
AA2	.704			
AA3	.693			
AA4	.735			

AA5	.719			
AA6	.721			
AA7	.664			
AA8	.658			
AA9	.710			
NA1	.689	10	0.891	14.01
NA2	.685			
NA3	.678			
NA4	.719			
NA5	.625			
NA6	.633			
NA7	.757			
NA8	.733			
NA9	.697			
NA10	.657			
AS1	.694	4	0.745	9.20.
AS2	.636			
AS3	.675			
AS4	.767			
P1	.811	4	0779	16.59
P2	.861			
P3	.864			
P4	.773			
R1	.693	4	0.8444	11.44
R2	.795			
R3	.778			
R4	.801			
Total Variance explained			64.58	

Source: Author's Processed

Objective 2: To evaluate the influence of dimension of HEdPERF on student satisfaction

Objective 3: To evaluate the influence of student satisfaction on behavioural intention of word of mouth of students.

To address above both objective, step wise regression analysis is used.

TABLE 4A: CORRELATIONS MATRIX FOR THE STUDY

Scale	1	2	3	4	5	6	7
Academic aspect	1						
Non Academic aspect	.568**	1					
Access	.432**	.673**	1				
Programme Issues	.324**	.601**	.619**	1			
Reputation	.588**	.625**	.646**	.672**	1		

Student Satisfaction	.564**	.641**	.571**	.596**	.510**	1	
Word of Mouth	.212**	.303**	.316**	.209**	.282**	.676**	1
** Significant at 0.01 level							

Source: Author's Processed

REGRESSION ANALYSIS

Multiple regressions were used to study the effect of the independent variables to dependent variable. In the first step multiple regression analysis is performed for HEDPERF dimensions (academic aspects, non-academic aspects, access, program issue and reputation) as predictor (independent) variables and satisfaction as criterion (dependent variable). Results indicate that R² is equal to .451 and indicates that 45.1 percent of variance in student satisfaction can be explained by independent variables. F Statistics is 385.502 which is significant at 1% level of significance level. In addition to the significance of overall regression equation significance of individual regression coefficient is examined to identify which individual variable variables significantly relate to the dependent variable. It was found that all the dimensions, i.e. non-academic aspect has the largest Beta coefficient ($\beta = 0.32$, $p = 0.000$), followed by program issue ($\beta = 0.26$, $p = 0.001$), academic aspect ($\beta = 0.21$, $p = 0.001$), reputation ($\beta = 0.18$, $p = 0.001$), and access ($\beta = 0.13$, $p = 0.001$) have a significant impact on satisfaction of the students.

In the second step word of mouth intention of student act as a dependent variable and dimensions of service quality as independent variables. It was found that R² is equal to .459 and indicates that 45.9 percent of variance in word of mouth intentions can be explained by independent variables. F Statistics is 438.316 which is significant at 1% level of significance level. In the third step word of mouth act as a dependent variable and student satisfaction together with dimensions of service quality as independent variables. Results indicate that R² is equal to .758 and indicates that 75.8 percent of variance in student satisfaction can be explained by independent variables. F Statistics is 671.316 which is significant at 1% level of significance level.

TABLE 5: REGRESSION ANALYSIS FOR THE STUDY

Dependent variable	Customer Satisfaction	Word of Mouth	Word of Mouth
Independent Variable	Standardized coefficients- β		
AA	0.21**	0.18	0.02
NAA	0.32**	0.14	0.17**
AS	0.13**	0.12**	-0.08
PI	0.26**	0.51**	0.11**
RP	0.18**	0.10	0.04**
Student Satisfaction			0.67**
R ²	.451	.459	.758
Adjusted R ²	.447	.455	.754
Durbin Watson	2.16	1.56	1.91
F value	385.502***	438.316***	671.316***
** Significant at the 0.01 level			

Source: Author's Processed

The results from the data analysis reinforced that student satisfaction has a significant mediation role in the relationship between service quality and word of mouth.

The higher education institutions should offer a broadness of exceedingly regarded degree programs

- Equip students with a with a more extensive scope of abilities that enable them to conform to the solicitations of a rapidly advancing world.
- Tailor the programs to cater to students who have diverse dreams for their careers.
- Programs ought to be engaged about the specific requirement of the work environment or business needs of the economy
- The flexibility in structure and content adaptability of the degree program. Program that allow students the flexibility to investigate their intellectual and individual interests.
- Practical components in the degree programs.

Non-academic staff were reached oftentimes by students when they require any information or issue arises, this stress the significance of non-academic staff, keeping in mind the end goal to assemble long term relations with students. It is obligatory that non-academic staff must be great in interpersonal relations. To achieve this college /universities should organize a more skilled training/courses for non administrative department and focus more on problem solving skills with respect to student (customer) requirement.

CONCLUSION

At last, it is clear from the past writing that the college needs to recognize the student as their primary customer and embrace a client driven approach that includes students in service design as much as possible. Customer service is an evolving concept for higher education sector. It is appropriate for higher education institutes to review the environment on a continuous basis to get better insight of their services and to understand which marketing efforts were successful and which ones fell short in order to improve in the future. Universities or academics institution need to develop and make extraordinary elements, advance constantly and dependably comprehend and address the needs of consumers will create customer satisfaction. Getting accreditation by higher official bodies does not satisfy the obligations of giving quality services by institutes. According to Janice Hadfield, "Except for the quality of our academic offerings, excellence in customer service is the single most important factor in determining the future success or failure of our programs for adult learners, now and for the foreseeable future". Students should be treated as the co-producers of various services which will lead to greater sense of belongingness and accountability towards institute. Individuals trust more in informal references rather than supplier sponsored promotional activities (Hennig-Thurau, Gwinner, Walsh, & Gremler, 2004). The government should make fundamental move to figure such a strategy to create proficient limits of higher education organizations to meet worldwide measures. The main responsibility of higher education is to put their energy, assets and strive for accomplishing perfection which won't just fortify student's positive assessment of their fulfilment but also prompt student's great verbal behavioural intentions.

LIMITATIONS OF THE STUDY

The study has taken into account only the students of NAAC accredited institutes in Bangalore. Thus, it limits generalization of results to other institutes. Second, this study focuses on regular students of B Schools students therefore, results cannot be generalized for part time and other field students.

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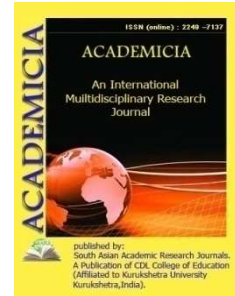
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ISSUES OF GEOGRAPHICAL STUDY OF THE SCIENTIFIC HERITAGE OF IBN SINA

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ABSTRACT

This article examines the application of traditional knowledge about the effects of the environment on the protection of human health from a geographical point of view in some of the works of the great Central Asian scholar Abu Ali ibn Sina on medicine.

KEYWORDS: *Traditional Geographical Knowledge, Seven Climates, Scientific Heritage, Spiritual Heritage, Mijoz, Urjuza, Encyclopedic Scientist.*

INTRODUCTION

If we look at history, we have inherited a huge spiritual heritage from our ancestors, which is still invaluable today. Abu Ali ibn Sina is one of the great Central Asian scholars who made a great contribution to the development of world science. Ibn Sina was born in 980 AD in the village of Afshana near the city of Bukhara. He received his basic education in Bukhara, the capital of the Samanids (tenth century), the center of political and cultural life. After the conquest of Bukhara by the Karakhanids in the early 11th century, Ibn Sino moved to Urgench, the capital of the Khorezm state. Later, when the political situation in Urgench changed and the city was occupied by Mahmud Ghaznavi, he was forced to move to Jurjan, south of the Caspian Sea. He spent the last years of his life in the Iranian cities of Isfahan, Ray and Hamadan.

Ibn Sina, who conducted scientific research in almost all the sciences of his time, was recognized as an encyclopedic scientist in the history of world science. He has authored hundreds of works in philosophy, medicine, geology, mineralogy, physics, chemistry, mathematics, astronomy,

geography, literature, music, logic, psychology, and other sciences. That is why he was called “Sheikh Ar-raï” in the East, that is, “the leader of the sages”.

Many of his works on philosophy and medicine have been translated into English, Russian, French, German, Turkish, Uzbek, Indian, Arabic and other languages and have been republished over the centuries. According to reports, the publication of Ibn Sina's works has been going on since the advent of the first book printing technique to the present day. In particular, his famous book “*Tibqonunlari* - Laws of Medicine” was first translated into Latin in the XII century [5].

Ibn Sina's scientific legacy has been studied in depth by world scientists in medical, socio-philosophical, political-legal, pedagogical, psychological, mathematical, geological, botanical, physical and chemical terms, has served as an object for many scientific researches, defended doctoral dissertations, articles and bibliographic books were published. An attempt was made to study Ibn Sina's works from the point of view of the field in which the scientific research on the works of Ibn Sina was conducted. We have also tried to approach the invaluable spiritual heritage of our great ancestor from a geographical point of view. In this article, we fail to cover all the works of Ibn Sina, of course. Below we would like to consider the application of traditional geographical knowledge on the impact of the environment in the protection of human health in some works of the great encyclopedic scientist on medicine.

THE MAIN FINDINGS AND RESULTS

Various sources state that Ibn Sina wrote more than 450 works, but only 242 have survived. Although it is his medical legacy that made Ibn Sina known in the West as “Avicenna”, especially the “Laws of Medicine,” the name “Sheikh Ar-Rais” is primarily a reference to his great philosophy. If we look at the quantitative ratio of Ibn Sina's works, we can see that the scholar's interest and attention was more focused on philosophy and medicine. His works on nature and medicine, in particular, “Kitab ash-shifo”, “Encyclopedia”, “Laws of Medicine”, “Book of Salvation”, “Urjuza” focus on theoretical issues of health; the scientist pays special attention to the natural conditions of the place, including water and soil, climate and air, in human health. He emphasizes the need to take into account the patient's temperament, age and the natural geographical conditions in which he lives.

Ibn Sina in his epic “Urjuza about medicine” writes about the importance of climatic factors in maintaining human health, including: “The first thing that needs to be done is the air. There are judgments of the Sun in the air. It is evident in the seasons of the judgments (years) and in the fall of the lights. It (the Sun) also has an effect on climates. The air also varies with respect to each outgoing and setting lamp (the amount of distance in between). When the sun approaches a star, it ignites in the air. When the star moves away from the Sun, the air seems to cool down a bit”[2, p. 31]. Given that in modern climatology solar radiation, air and atmospheric humidity are recognized as material manifestations of climate, it is possible to see how accurately the scientist has defined the factors of climate formation [8]. It has now been scientifically proven that the spread of some diseases is directly related to the state of celestial bodies, especially the Sun. For example, vitamin D, or Sun, strengthens teeth, bones and muscles, and also helps fight colds and flu, according to British medical professor John Rhodes. Deficiency of vitamin D in the human body causes rickets, osteomalacia and other diseases [3, p. 47].

Ibn Sina states in Urjuza that climate has an effect on human health and color (race): “Don't look for evidence based on people's color, if it's influenced by countries”, he said. In Zanj (on the east

coast of Africa), the heat changed the bodies, and he even wore black on the skin of the bodies. The Slavs acquired whiteness, so much so that their skin became delicate. If you know the boundaries of the seven climates, you will be familiar with all types of customer. It is the fourth of those climates (in the temperament) and the color is subject to the temperament" [2, p. 26].

It is known that the term "climate" is derived from the Greek word "klima", which the Greeks measured the difference in climate of different latitudes depending on the slope of the sun's rays to the earth's surface - the climate and the number of hours of the day. The concept of the "seven climates" mentioned by Ibn Sina originated in Greek science and was widespread in Muslim Eastern science in the Middle Ages. In his work Geodesy, Beruni states, "They (the Greeks) divided the human habitation into 7 climates with lines that were (parallel) to each other according to a more precise (between night and day) distinction. Those lines run from the farthest of the administrative lands in the East to the end of the West. They attached a summer day with a maximum length of 13 hours from the middle of the first climate and a summer day with a maximum length of 13 and a half hours from the middle of the second climate. Thus, they increased the middle of the climate by more than half an hour and attached it to a summer day with a maximum length of 16 hours.

It turns out that the Greeks divided the Earth in an astronomical style, that is, based on the inclination of the Sun's rays to the Earth, from the equator to the North to the Seven Climates, and their boundaries passed where the longest summer day differed by half an hour. In Eastern geography, the concept of "seven climates" was adopted in Greek science. For example, the Greeks included in the Seven Climates a prosperous part of the earth (the northern phase of the Eastern Hemisphere) as they understood it, and called it "oykumena" (Greek "oykeo" - to prosper). In Eastern geography, this concept is expressed by the Arabic words "mamura" (prosperous places) or "rubimaskun" (a quarter of the Earth inhabited by people). Abu Rayhan al-Biruni, in his work Geodesy, traversed the southern boundary of the seven climates at 12 ° 39 "5" north latitude, and called the distance from it to the equator "the lands beyond the first climate". Continuing the subsequent climates to the north in parallel, he extended the northern boundary of the seventh climate to a latitude of 50 ° 24 "34" [9, p. 457]. As Abu Ali ibn Sina pointed out in Urjuza, it is important for the physician to know the boundaries of these seven climates and to take into account the natural geographical features of the place in treating the patient.

In geography, the position of any point or area on the earth's surface in relation to areas or objects outside that point or area is called a geographic location. Ibn Sina's Urjuza on Medicine also contains valuable information about climate change depending on the geographical location of the city (country) and the mountains: If the city is located deep in the mountains, judge that its temperament has warmth. If (the city) is located to the south of the mountain, then the hot wind will be judged" [2, p. 31]. By emphasizing the above, Ibn Sina explains to the physician that it is important to determine the geographical location of the place when prescribing medication to the patient.

The idea that the geographical location of a place has an effect on the formation of the climate is also noteworthy in the play, i.e., "If the mountains are to the south of the city, the cold of the north wind will affect it. If the mountains are on the west side, the air of that city will be heavy, and if it is on the east side, it will be clean" [2. 31b.].

Ibn Sina took seriously the issues of geographical location, relief, soil, climate, water and hydrogeological conditions, especially in the choice of housing and housing. He writes in his “Tadabir al-Manzilav as-Siyasat al-Ahliya” that a person who chooses accommodation should know: the soil of the earth, the height and depth, the open and closed, the water, the substance of the water, the outflow and the openness, or its height and the flow from the lowlands, whether the winds are blowing there, or whether the place is deep, what the winds are - whether they are cold healthy winds, what seas, swamps, mountains, and deposits are nearby. It is also necessary to know the health and disease conditions of the inhabitants of that place, and what diseases they have become accustomed to; ... should also know the condition of the buildings; are they spacious and open? Are the inlets tight and the air inlets tight? Then he should build windows and doors facing east and north” [5, p. 123].

Ibn Sina’s medical works often focus on the composition, condition, and effects of water on human health: “The water of wells and underground canals is worse than the water of flowing springs. This is because they do not suffer from a certain degree of stench as a result of being trapped in the soil for a long time [4.63p.].

CONCLUSION

To conclude, the rich and diverse heritage of Abu Ali ibn Sino, who made a great contribution to the traditional spirituality of the Uzbek people, has attracted scholars from around the world for many centuries. The study of the works of great scientists from a geographical point of view, especially in the treatment of diseases in the context of the current coronavirus pandemic, along with the human temperament, taking into account the natural geographical conditions in which he lives; plays an important role in bringing up the younger generation to a healthy adulthood and protecting them from various infectious diseases.

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THE USE OF AN ONLINE PLATFORM WITH SPECIAL REFERENCE TO BANGALORE IN THE EDUCATION SECTOR BEFORE AND AFTER THE PANDEMIC

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ABSTRACT

The title of the article is the usage of online mode of working in post and after COVID 19. The article used the survey technique to collect primary data. The correlative test has conducted to know the charges accrued. The Covid-19 pandemic has changed how we gatherings quickly. Up close and personal happenings were at that point average for some undertakings, and video meetings have considered being support measures for individuals who can't live due to momentous conditions. In the current Covid-19 reality, Video Conferencing has grown quickly as one of the critical business contraptions for an ideal corporate congruity. Numerous organizations improve the readiness of instructors and understudies to give a one-stop-shop. Warbler, for instance, a cooperation arrangement situated in Singapore at first created by Byte Dance as an instrument for inner development, has offered boundless video conferencing for instructors and understudies, programmed interpretation capacities, constant venture co-

altering, and savvy schedule planning, among different highlights. Songbird has extended its worldwide worker foundation and designing capacities to guarantee solid availability, to accomplish this rapidly and in a period of emergency.

KEYWORDS: *Warbler, Accomplish, Interpretation,*

INTRODUCTION:

The Covid-19 pandemic has transformed the idea of how we meetings rapidly. Face-to-face happenings were already typical for many projects, and video conferences have considered being reinforcement measures for people who cannot live because of remarkable conditions. In the current Covid-19 reality, Video Conferencing has developed immediately as one of the significant business apparatuses for an ideal corporate congruity.

With this sudden departure from school throughout many places around the globe, some wonder whether it will continue to be a post-pandemic approach to online learning and how such a shift would impact the global education market. In 2019, the world's E-Tec investments reached US\$ 18.66 billion, and the global demand for online education was estimated at US\$ 350 trillion by 2025. Even before COVID-19, there has already been substantial growth and acceptance of education technology. Since COVID-19, there has been a considerable increase in use, whether it be language applications, virtual tutoring, video conference equipment, or online learning software.

Many online educational platforms, like BYJU'S, a Bangalore-based educational technology company, and an online tutoring firm established in 2011, are now the highest valued ed-tech business in the world. In response to the high demands. According to Mrinal Mohit, chief operating officer of the company, BYJU's reported that free live classes have increased 200% since the launch of its Think and Learn app.

Tencent school, meanwhile, has been extensively utilized since mid-February, after a quarter of a billion full-time students were ordered by the Chinese government to resume their studies online. It led to the most significant online movement in education history, with around 730,000, or 81% of K-12 students attending courses through the Tencent K-12 online school in Wuhan.

Many businesses improve the willingness of teachers and students to provide a one-stop-shop. Lark, for example, a collaboration series based in Singapore initially developed by ByteDance as a tool for internal growth, has offered unlimited video conferencing for teachers and students, automatic translation capabilities, real-time project co-editing, and intelligent calendar scheduling, amongst other features. Lark has expanded its global server infrastructure and engineering capabilities to ensure reliable connectivity, to achieve this quickly and in a time of crisis.

Alibaba's solution for distance learning, DingTalk, was to prepare for a similar influx: "The platform has taken over 100,000 new cloud-based servers to be deployed in just two hours last month to support large scale remote work — sets a new record for rapid capacity growth," says DingTalk's CEO, Chen Hang.

There are unique partnerships in some school districts such as Los Angeles Unified School District with PBS SoCal / KCET, with separate channels focusing on different ages and a range

of digital solutions. Media organizations such as BBC are also pushing virtual education, with celebrities like the Manchester City soccer player Sergio Aguero teaching some content at the start of the April 20 Bitesize Daily, 14 weeks of UK curriculum-based training.



While some assume, with little training, inadequate capacity, and little planning, that the unplanned and rapid transition into online learning would lead to a poor user experience that is unsustainable, others agree, there will be a new hybrid education model that will have significant benefits. “Wang Tao, Vice President, Tencent Cloud, and Vice President, Tencent Education says,” I believe the incorporation of information technology in education will step up, and online education will eventually be an essential component of school education.

Many institutions have already experienced positive transformations. For instance, with ‘DingTalk ZJU’ the Zhejiang University has successfully over 5,000 courses online for just two weeks. The Imperial College of London began offering a coronavirus study course, now the best-known class on Coursera in 2020.

Some already boast the advantages: Dr. Amjad, a University of Jordan professor who has taught his students with Lark, says that “It changed the way they teach. It helps to reach students more efficiently and effectively, particularly during this pandemic, through chat groups, video meetings, voting, and document sharing. It is also easier for students to interact with Lark. Also, after coronavirus, It will stick to Lark and believe that conventional offline education and e-learning will go hand in hand.

However, some students who do not have access to the internet and technology have problems participating in Digital Learning. This gap can be seen in countries, and between income brackets, such as while 95 % of students in Switzerland, Norway, and Austria have computers to use for their schoolwork, only 34% in Indonesia do, for example. There are problems to be overcome.

The United States is a significant difference in affluent and challenging circumstances: while almost every 15-year-old from a privileged background claims that they have a computer to work on, almost 25 percent of those from deprived backgrounds do not.

The study suggests that students retain 25–60% more information on the average in their online learning compared with just 8–10% in a classroom – primarily due to the willingness of students to learn quicker on line and 40–60% less time for online learning. The findings of several studies suggest that learning online can be achieved more efficiently in many ways.

Online learning is always less active for groups of different age groups. The consensus for children, particularly young children, is that it needs a structured environment because children are more comfortable to distract. There must be a combined effort to provide that structure to replicate a physical class / reading through videocapabilities in order to get the full advantage of online learning.

Becoming fun and efficient learning through technology has been crucial, according to Mrinal Mohit, from BYJU. “Over some time, we have seen that smarter incorporation of games demonstrated higher engagement and encouragement for younger students to learn, in particular, and they fall in love with a witness.

In a book, 21 Lessons for the 21st Century, author Yuval Noah Harari explains how schools tend to focus on traditional skills and rote education rather than on skills like critical thinking and adaptability, which are more relevant for potential success. Can he? This pandemic has destroyed an education system that many say has already lost relevance?

Several institutions are uploading lectures to YouTube while the Kendriya Vidyalaya Sangathan is deploying its Swayam Prabha platform, which has lectures on the German Teaching and Technology Service and online to support students. Andhra Pradesh is trying to draw on Doordarshan to eliminate barriers to entry.

- Though teachers worry about students using them because of disruptive applications; smartphones are the next best alternative.

Teachers may have technical constraints, too, said K.R. Maalathi, an educator. Teachers had requested laptops to plan their curriculum at a higher secondary school.

“These teachers are equipping for classes, but other institutions may not. All institutions will have to carve out an infrastructure plan to move forward,” she said.

Because of these limitations, several schools include coaching academies, which in the next academic year have specialists and a standardized online program for students.

The lack of familiarisation with technology causes many teachers to seek support from their children in designing software and coping with technology gaps. They are unable to cope with technical gaps.

Sudha Sharan, Chairman of Gopal Sharma Memorial School, Powai said that June had scheduled for the Maharashtra State Board, but ten days of revision and exam have been missed. “The problem is that we do not need much technical support because of the lock-out, so we seek to compensate.

It is tough for parents to adapt to a child’s online program. Because of the lock-out, there is no domestic assistance available to add to household work. Some parents are suggesting that schools go online in April only to merit charging fees.

Meena Raut, a linguistic teacher (name changed), was overwhelmed by the fact that “many parents were able to hear talk in the afternoon while they were in class. That is distractive.” She said that a whole domestic struggle hears from their children’s homes.

Governments put the last fee payment date on May 31, and kids of all classes promote. Poddar International School uses Google Hangouts.

Teachers are expelling from their comfort areas in the national capital.

“Teachers all over are trying to get their work done online. It is important to accept this new reality, work within its boundaries and take advantage of its opportunities,” says Metro Delhi International School’s Naomi George, who teaches Social Studies and English to primary and secondary school students.

Teachers in school exchange prepared videos with PowerPoint lessons and host active learning through Google Classroom. Most of the teachers and students are technologically trained and competent.

“It is necessary to work through how children feel or what they do while locking down, and teachers must be attentive,” said George.

“We were picked up from guard and did not predict such a long lock-out so that we would not prepare our students,” said Anita Keskar, Senior Director at the Institute for Girls Training, providing vocational training to girls. The new reality is more difficult for educational institutions that are not so used to digital technology.

The students know how to cut and cut pieces of fabric if they are not in front of us, “she says.” Some of our subjects are very practical and useful — beauty, fashion, and tailoring, office management, travel, and tourism — so it is tough to teach from a distance.

The Kendriya Vidyalas Apex body, KVS, reported that the system of live and registered secondary and senior secondary level lessons of the National Institute of Open-Level Schools are sharing with schools for coordination of students, teachers, and parents, with effect from April 7, select teachers clarifying their doubts via Skype and live webchat.

“The changes are thrilling as I can see all my classmates,” said Vivek Akki of Hyderabad Public School of Begumpet when his favourite teacher comes on board.

“As parents, it is a new experience for us,” she says. HPS, Ramanthapur’s headmaster, Narsimhareddy, said the emphasis is on class 10 and 12. “We have not begun online classes, but have video links to teach students to support them with jobs from educational services. HPS, Begumpet, a leading school, has gone online.

Sparshita Guda from Tarnaka, who is in class 10, said four daily courses are offering via Zoom in the Narayana group of schools.

There is no live teaching at some schools using Google Classroom, but students and teachers connect through video lessons. “I get video lessons and jobs,” said Sanjit Kaila, a 10th class DRS International School student. Kompally says that the Veda, 7th-grade student at Abhaya Waldroff School is also used to test the success of students.

Students may also leave their notes for teachers’ clarifications. Online classes are higher for lecturers in Bengaluru.

K.R.Venugopal, a vice-chancellor at the University of Bangalore, said: “Online enrolment is 90% while daily classes are 80%.” Several teachers said they struggled with technology when students played music or cookery class audio clips during conferences.

LITERATURE REVIEW:

E-learning has been used extensively for various industrial revisions, not only for academic purposes but also for enterprises and corporate workers (Judith B. Strother, 2002). Across many fields such as education, health care, businesses, business and pharmacy, e-learning has led.

A pharmacy awareness review report by M. Sandra emphasizes that there is little to no data to suggest that pharmacy e-learning substantially increases practitioners’ skills in the long-term. The evaluation shows that e-learning is beneficial; however, at an individual level and has quality and sustainability limitations for value-added (Sandra M. Salter et al . 2014). The research does not provide any evidence, however, to prove that shortcomings are showing as surveys or case studies. E-learning was also explicitly used for teacher and student purposes in health systems. A study by Kai Ruggeri and others emphasizes the various forms in which telehealth and remote learning have benefitted. The rise in digital literacy rates and the need for e-learning infrastructure have been cited as essential steps to meet the goals of integrated e-learning. Nonetheless, no objective evaluation of analytical methods was applied to prove the conclusions of the study (Kai Ruggeri et al., 2013).

A thesis by R at the University of Tehran AlzahraSafiyeh tried to explore the relationship between e-learning and student motivation. The study uses a survey based on questionnaires and University students as respondents. Quantitative methods such as personal correlation was applied, and a relationship has formed between the dependent and independent research variables. The results suggest that e-learning has a significant impact on the motivation of students. However, it is based on a single university and does not use interviews, and thus the results are not backed by corroborating evidence of face-to-face interviews or a global audience.

Through their work, researchers Sekiwu Denis &Naluwemba Frances have studied various aspects that make e-learning an efficient tool for information transfer. According to the report, the low cost and easy adaptation of courses for fast improvement are one of the factors which make e-learning in the changing environment due to the dynamic nature of technological upgrades, especially in the developing world. The work emphasizes that e-learning programs are a path for growth and prosperity. The study lacks the student’s point of view and fails to include education quality in a low-cost compromise (Sekiwu Denis &Naluwemba Frances 2014).

English is used officially for foreign commerce, businesses, employment, and higher education, as an international language. Non-English-speaking students must understand English to learn and do business easily with their counterparts in other countries. The utility of e-learning in English education for Saudi students is exploring by a study by Intakhab A. Khan from the Kingdom of Saudi Arabia. It says that learners’ involvement is an important aspect, and e-learning helps students to connect with the technology efficiently through their innovative methods. Creating opportunities in the school, making it useful, and successful were some of the reasons that the study underlined for students in Saudi Arabia as a measure of the success of e-learning in English. The report has restricted the use of the research base to only one country (Intakhab A. Khan 2016).

Y. Levy investigated a different aspect of e-learning to monitor its effectiveness. The study considers the opinions of declining students and compares them with productive students. There was a marked difference of opinion, as e-learning was ineffective and unnecessary. The study thus shows that e-learning activities are tailored to students by purpose, success, and an individual approach. The research does not, however, report on the additional factors involved for e-learning students to drop out (Yair Levy, 2007).

Also, interactive videos play a significant part in assisting students in evaluating the topics and gaining a deeper understanding of the study content. Throughout classroom studies, e-learning has been consistently made equivalent to 3D, various software, and multidimensional approaches (Dongsong Zhang et al. 2006).

A data mining analysis into developments in e-learning reveals that analysis into e-learning moves the emphasis from the quality of e-learning to teaching methods. Medical education and training were found to be aggressive e-learning users and present a broad area for the potential application of e-learning. The study notes that there are significant differences in scope, expectations, and applicability to develop and develop courtesies (Miklian, 2018). Government policies play a significant role in raising the quality of e-learning for students and businesses. The drawbacks of the studies include, however, an absence of empirical evidence in support of expressed views and confirmation of results (Jui-long Hung, 2010).

Objectives:

1. To measure the satisfaction level of a teacher by online mode of teaching.
2. To know the excellent online platform from the teacher.
3. To find out the preferable mode of teaching by the teachers.

Hypothesis:

1. There is no significant relationship between the gender of the tutor and the platform he uses to conduct a class.
2. There is no significant relationship between class the student belongs to and the selection of online platforms.
3. There is no significant relationship between the mode of teaching with the pandemic.

RESEARCH METHODOLOGY

The initial analysis of the data obtained for a research report is the primary data analysis. Primary data analysed to understand the data collected in response to or to support research questions or to reject research hypotheses initially intended to evaluate. To determine the relative level or degrees of the variables under investigation, quantitative information collected for relying on measurements or assigning numerical values to units where qualitative data is the textual data provided in the form of participant transcript or descriptive accounts by researchers. This article provides an overview of basic data processing techniques in both quantitative and qualitative terms.

Data Analysis:

Correlations

	Gender	Select your preferable online platform from the following list
Pearson Correlation	1	-.067
Sig. (2-tailed)		.162
N	432	432
Select your preferable online platform from the following list	-.067	1
Pearson Correlation		
Sig. (2-tailed)	.162	
N	432	432

Four hundred teachers ($M=1.29$ $SD=0.46$) and an excellent online teaching platform ($M=2.05$ $SD=0.74$) surveyed on their genders. An analysis of Pearson data indicates a strong negative correlation. $r = -0.07$. The impact of sex on the selection of the teaching platform is higher.

Correlations

	Please indicate your class standing	Select your preferable online platform from the following list
Pearson Correlation	1	.135**
Sig. (2-tailed)		.005
N	432	432
Select your preferable online platform from the following list	.135**	1
Pearson Correlation		
Sig. (2-tailed)	.005	
N	432	432

Four hundred teachers ($M=2.05$ $SD=0.74$) tested for their status and their preferred online teaching platform ($M=1.69$ $SD=0.80$). An analysis of Pearson data indicates a somewhat positive relationship. $R=0.05$. $R = 0.05$. The impact of the study by the teacher reduces the influence on the choice of the teaching tool.

Correlations

	What class format do you or would you prefer	Do you prefer regular face to face mode of teaching in current
Pearson Correlation	1	.616**
Sig. (2-tailed)		.000
N	432	432
Do you prefer regular face to face mode of teaching in current	.616**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	432	432

Four hundred teachers ($M=1.47$ $SD=0.61$) and preferred teaching model in a current pandemic state surveyed ($M=1.34$ $SD=0.47$). An analysis of Pearson data indicates a somewhat positive relationship. $r= 0.61$. In the current pandemic situation, the influence of the class format prefers moderate influences on preferable methods of learning.

Finding and Conclusion:

The study findings show that e-learning is a popular subject for many studies. Articles, documents, and studies on the effectiveness of e-learning have inundated with online and offline sources. However, despite the nature and importance of the subject, less work is carried out to examine the utility or adequateness of e-learning for students and professors.

There are gaps in recognition of issues, such as what is the best forum for education? Which is the auspicious form of teaching? Are we really in need of online teaching? Who is the teacher's favourite online platform? Such questions illustrate the difference between conventional education and modern online education.

Finally, the current research gaps can be addressed by involving students' views and analysing the effectivity of e-learning in adding value to the lives of the students, rather than focusing solely on the technological aspects of it.

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EXPLORING THE LOGISTICS PERFORMANCE INDEX -A COMPARISON OF INDIA'S LPI STATISTICS WITH OTHER COUNTRIES

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ABSTRACT

Logistics Performance Index is an interactive benchmarking tool created to help countries identify the challenges and opportunities they face in their performance on trade logistics and what they can do to improve their performance. LPI is a set of indicators that measure the performance of the logistics environment of countries on several logistics dimensions. There are two perspectives for LPI – international and domestic. This article describes the conceptual framework of Logistics Performance Index and throws light into India's domestic LPI data as on 2014. Germany and Netherlands are the most efficient and highest ranked LPI countries. LPI overall score reflects perceptions of a country's logistics based on efficiency of customs clearance process, quality of trade- and transport-related infrastructure, ease of arranging competitively priced shipments, quality of logistics services, ability to track and trace consignments, and frequency with which shipments reach the consignee within the scheduled time. The index ranges from 1 to 5, with a higher score representing better performance. The article also analyses the cross country comparisons of LPI scores of India in 2014 according to World Bank statistics.

KEYWORDS: *Logistics, Logistics Performance Index, LPI Scores*

1. INTRODUCTION

Logistics also play a major role in International trade relations. Enhancing the logistics framework has become an important goal in the worldwide economy. The establishment of global supply chains has brought the challenge to move goods rapidly, reliably and inexpensively around the world. Since the significance of logistics has steadily increased, there is a growing

need of evaluating its components and comparing the achievements of different countries (David, 2006). The Logistics Performance Index (LPI) calculated by World Bank is an instrument built on a survey of operators in charge of moving and trading goods. The operators provided feedback on the logistics disparities among the countries and the constraints they met throughout the time. The index covers a broad range of indicators such as the quality of infrastructure, the competence of private and public logistics service providers, the degree of corruption and transparency, the reliability of the trading system and supply chains, the efficiency of customs and border agencies. The information was gathered from more than 800 operators or agents of the world's main logistics service providers (World Bank, 2014).

2. LITERATURE REVIEW

Logistics has traditionally been defined as the process of planning, implementing and controlling the efficient flow and storage of goods, services and related information as they travel from the point of origin to the point of consumption. Some of the activities included in the logistics domain include transportation, warehousing, purchasing and distribution. Within this model, the locus of logistics control has been the individual firm. A more recent interpretation calls for logistics to guarantee that the necessary quantity of goods is in the right place and at the right time (La Londe 1983).

The reduction of organizational slack, of which inventory is a typical example, needs close coordination of and an intensive information exchange between the supply chain partners (Caputo 1996, Vollman et al. 1997). This current trend in using strategic partnerships and cooperative agreements among firms forces the logistics integration to extend outside the boundaries of the individual firm (Langley and Holcomb 1992).

E.Sandberg and M.Abrahamsson explore how to generate sustainable competitive advantage in the best two Swedish practice-companies that successfully exploit logistics as a source of competitive advantage. By using a theoretical framework based on the resource results from review of a firm, the research elaborates the link between operational and dynamic logistics capabilities and sustainable competitive advantage. The study identified the five dynamic capabilities, namely managerial knowledge and presence, cross-functional teamwork, control, learning and supply chain relationships. Those all are vital for the continuous development of the bundling of logistics process and Information Technology (IT) systems. (Sandberg & Abrahamson 2011)

J.Tongzon examines the determinants of competitiveness in logistics and identified the key factors that are required for a successful logistics hub. For the logistics hub, the analysis on the determinants of competitiveness is made using Singapore as a case study before drawing some implications for the countries in the Southeast Asian region. The customers of logistics services do pay more attention to operation efficiency when selecting the services. Logistics operators in the service industry, should well understand the requirement of their customers and make efforts to meet and possibly exceed their expectations (Tongzon 2004).

R. Founou developed a framework for analyzing the contribution of IT in the logistics sector. The paper concluded that IT would contribute to competitive advantage in limited cases and that most often the strategic necessity hypothesis would apply. The paper suggests a dual approach to information technology strategic management: first, the firm should develop the capacity to efficiently implement some standard solutions on an opportunity-based approach; second, it

should embed its IT system in the organization with a strong top management commitment and a clear strategic alignment. To create a competitive edge, logistics IT applications were predominantly outsourced (Founou2002).

J. Roy compared Canada's logistics and supply chain management performance, both in terms of international trade and from the perspective of innovative practices adopted by Canadian companies in the domestic market. The study also compared the performance of Canadian and American companies on the basis of logistics costs. Despite recent efforts by the Industries in Canada to understand and support Canada's logistics sector, much remains to be done in terms of assessing and understanding the performance level of Canadian companies regarding supply chain management (Roy n.d.).

3. Objectives

The study focuses on achieving the following objectives:

- To understand the Logistics Performance Index and its components
- To make cross country comparisons of LPI scores of India with other Asian countries

4. Methodology

The study is analytical in nature based on secondary data. The data has been gathered from Logistics Performance Index surveys conducted by the World Bank in partnership with academic and international institutions and private companies and individuals engaged in international logistics. The study also attempts to detect possible advances in logistics in India by comparing the first LPI data published in 2007 with the most recent data, released in 2014. Cross country comparisons of 2014 LPI scores of India with that of top performers and other Asian countries are also done. For this, World Bank 2014 report on Global trade logistics has been examined in detail.

5. Logistics Performance Index: A conceptual framework

The World Bank in its report Connecting to Compete 2014: Trade Logistics in the Global Economy, shows the performance of countries across the world on the basis of Logistics Performance Index (LPI) which is an indicator of on-the ground efficiency of trade supply chains, or logistics performance. The index ranks 160 countries depending on a number of aspects of global trade, including customs performance, infrastructure quality, and timeliness of shipments to reflect on the timeliness, cost and reliability of country's execution of international trade.

A close observation of the LPI reveals that it captures some crucial aspects which would have been very difficult to measure otherwise: perceptions of logistics environment, efficiency of customs, quality of transport and infrastructure, timelines of shipments in reaching destination, domestic logistics costs. LPI is reported on a scale of 1 to 5, where 1 means worst and 5 represents excellent.

According to the report, high-income countries dominate the top 10 rankings and also remained relatively unchanged since 2010. Germany is reported as the best performing country with an LPI score of 4.12 and followed by Netherlands, Belgium, United Kingdom, Singapore,

Sweden , Norway , Luxembourg , United States , and Japan with an LPI score ranging from 4.05 to 3.91.

5.1 Logistics Performance Index and its Components

The importance of efficient logistics is now widely accepted by policymakers worldwide. Trade and commerce are moved within and across borders by private operators. The efficiency of those supply chain -logistics performance- is what the Logistics Performance Index (LPI) and its components measure. This performance depends heavily on the policy environment: measured by individual countries or regional economic groups in infrastructure provision, regulation and development of services, or facilitation of trade through more friendly procedures at the border contribute substantially to logistics performance (WTO 2014).

The LPI survey was carried out through The World Bank's partnership with the International Association of Freight Forwarders (FIATA), the Global Express Association (GEA), and Global Facilitation Partnership for Transportation and Trade (GFP) (The World Bank 2002). The Logistics Performance Index (LPI) analyzes countries in six components:

- The efficiency of customs and border management clearance.
- The quality of trade and transport infrastructure.
- The ease of arranging competitively priced shipments.
- The competence and quality of logistics services.
- The ability to track and trace consignments.
- The frequency with which shipments reach consignees within schedule or expected delivery times.

The LPI consists therefore of both qualitative and quantitative measures and helps build profiles of logistics friendliness for these countries. It measures performance along the logistics supply chain within a country and offers two different perspectives: international and domestic.

5.2 International LPI

It provides qualitative evaluations of a country in six areas by its trading partners—logistics professionals working outside the country. LPI 2014 ranks 160 countries on six dimensions of trade -- including customs performance, infrastructure quality, and timeliness of shipments -- that have increasingly been recognized as important to development. The data used in the ranking comes from a survey of logistics professionals who are asked questions about the foreign countries in which they operate. The LPI uses standard statistical techniques to aggregate the data into a single indicator that can be used for cross-country comparisons.

5.3 Domestic LPI

It provides both qualitative and quantitative assessments of a country by logistics professionals working inside it. It includes detailed information on the logistics environment, core logistics processes, institutions, and performance time and cost data. International LPI based on the assessment of foreign operators located in the country's major partners, and weighs the average of the six components above (World Bank 2012).

The Domestic LPI looks in detail at the logistics environments in 116 countries. For this measure, surveyed logistics professionals assess the logistics environments in their own countries. This domestic evaluation contains more detailed information on countries' logistics environments, core logistics processes and institutions, and performance time and cost. This approach looks at the logistics constraints within countries, not just at the gateways, such as ports or borders. It uses four major determinants of overall logistics performance to measure performance.

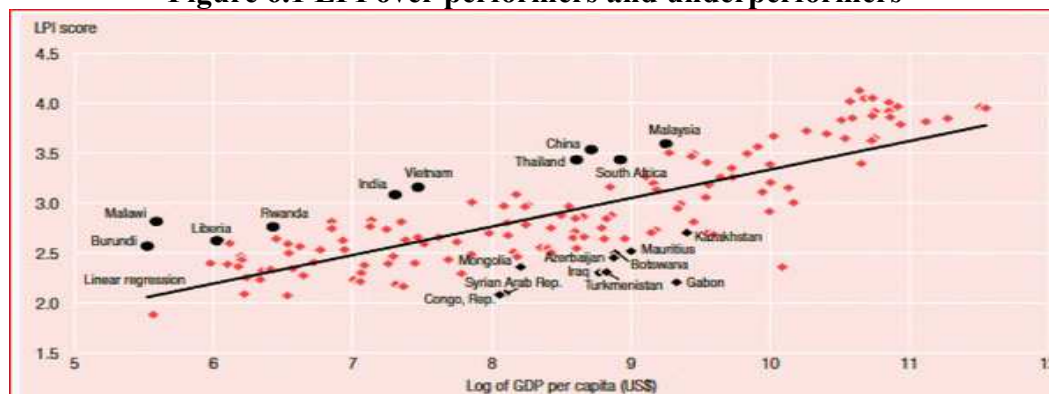
- Infrastructure,
- Services,
- Border procedures and time, and
- Supply chain reliability.

The components were chosen based on recent theoretical and empirical research and on the practical experience of logistics professionals involved in international freight forwarding (WTO 2012). LPI survey has been made 4 times so far, in 2007, 2010, 2012 and 2014. Based on a worldwide survey of global freight forwarders and express carriers, the LPI is a benchmarking tool developed by the World Bank that measures performance along the logistics supply chain within a country. Allowing for comparisons across 160 countries, the index can help countries identify challenges and opportunities and improve their logistics performance (WTO 2014). The index ranges from 1 to 5, with a higher score representing better performance (The World Bank 2014).

6. Domestic LPI statistics: Indian Scenario

With an overall rank of 54, India with the LPI score of 3.08 is ranked 3rd amongst lower-middle income countries. India is also reported as the over performing trade logistics performance amongst the non high-income economies (Figure 6.1). The other over performing non high-income economies are Malaysia, South Africa, China, Thailand and Vietnam. However, India's trade logistic performance has exhibited a fall as compared with 2010 when LPI score of 3.12 was recorded for the country.

Figure 6.1 LPI over performers and underperformers



Source: Logistics Performance Index, 2014

TABLE 6.1 DOMESTIC LPI, ENVIRONMENT AND INSTITUTIONS: INDIA 2014

Level of Fees and Charges

Based on your experience in international logistics, please select the options that best describe the operational logistics environment in your country of work

Percent of respondents answering high/very high

Port charges are	58.39%
Airport charges are	57.25%
Road transport rates are	51.09%
Rail transport rates are	48.53%
Warehousing/transloading charges are	48.18%
Agent fees are	16.79%

Quality of Infrastructure

Evaluate the quality of trade and transport related infrastructure (e.g. ports, roads, airports, information technology) in your country of work

Percent of respondents answering low/very low

Ports	34.56%
Airports	35.77%
Roads	41.61%
Rail	33.09%
Warehousing/transloading facilities	42.65%
Telecommunications and IT	13.87%

Competence and Quality of Services

Evaluate the competence and quality of service delivered by the following in your country of work

Percent of respondents answering high/very high

Road	21.01%
Rail	20.59%
Air transport	39.42%
Maritime transport	32.35%
Warehousing/transloading and distribution	21.9%
Freight forwarders	58.39%
Customs agencies	30.66%
Quality/standards inspection agencies	31.39%
Health/SPS agencies	22.63%
Customs brokers	51.82%
Trade and transport associations	37.23%
Consignees or shippers	53.68%

Source: World Bank 2014

TABLE 6.2 DOMESTIC LPI, ENVIRONMENT AND INSTITUTIONS: INDIA 2014**Efficiency of Processes**

Evaluate the efficiency of the following processes in your country of work

Percent of respondents answering often or nearly always

Clearance and delivery of imports	68.35%
Clearance and delivery of exports	65.94%
Transparency of customs clearance	39.42%
Transparency of other border agencies	36.76%
Provision of adequate and timely information on regulatory changes	32.85%
Expedited customs clearance for traders with high compliance levels	43.8%

Sources of Major Delays

How often in your country of work, you experience

Percent of respondents answering often or nearly always

Compulsory warehousing/transloading	41.91%
Pre-shipment inspection	48.55%
Maritime transshipment	40.44%
Criminal activities (e.g., stolen cargo)	18.71%
Solicitation of informal payments	44.2%

Changes in the Logistics Environment Since 2011

Since 2011, have the following factors improved or worsened in your country of work

Percent of respondents answering improved or much improved

Customs clearance procedures	71.94%
Other official clearance procedures	39.42%
Trade and transport infrastructure	70.07%
Telecommunications and IT infrastructure	90.58%
Private logistics services	83.33%
Regulation related to logistics	72.46%
Solicitation of informal payments	46.38%

Source: World Bank 2014

Tables (7.1, 7.2 and 7.3) throws light into India's logistics environment and performance as on 2014 with respect to the following areas: level of fees and charges, quality of infrastructure, competence and quality of services, efficiency of processes, sources of major delays, and the various changes that happened in the Indian logistics environment across 2011 to 2014.

TABLE 6.3 DOMESTIC LPI, PERFORMANCE : INDIA 2014

	India	Region: South Asia	Income: Lower middle income
Export time and cost / Port or airport supply chain			
Distance (kilometers)	384km	209km	753km
Lead time (days)	2 days	2.3 days	3.4 days
Cost (US\$)	492US\$	2032US\$	1626US\$
Export time and cost / Land supply chain			
Distance (kilometers)	199km	231km	708km
Lead time (days)	2 days	2.8 days	4.4 days
Cost (US\$)	430US\$	1413US\$	1780US\$
Import time and cost / Port or airport supply chain			
Distance (kilometers)	403km	263km	881km
Lead time (days)	2 days	2.7 days	4 days
Cost (US\$)	518US\$	1778US\$	1838US\$
Import time and cost / Land supply chain			
Distance (kilometers)	206km	223km	701km
Lead time (days)	3 days	3.3 days	4.6 days
Cost (US\$)	579US\$	1615US\$	2003US\$
Shipments meeting quality criteria (%)	67.45%	67.5%	71.35%
Number of agencies - exports	3	3.7	4
Number of agencies - imports	3	3.7	4.2
Number of documents - exports	4	4	3.8
Number of documents - imports	4	4.5	4.5
Clearance time without physical inspection (days)	1 days	1.7 days	2 days
Clearance time with physical inspection (days)	2 days	3.2 days	3.4 days
Physical inspection (%)	21.55%	23.76%	33.34%
Multiple inspection (%)	8.13%	7.29%	7.11%

Source: World Bank 2014

TABLE 6.4 DOMESTIC LPI: PERFORMANCE COMPARISON OF INDIA WITH TOP PERFORMERS 2014 (GERMANY, NETHERLANDS)

	India	Germany	Netherlands
Export time and cost / Port or airport supply chain			
Distance (kilometers)	384km	282km	111km
Lead time (days)	2 days	1 days	1 days
Cost (US\$)	492US\$	675US\$	530US\$
Export time and cost / Land supply chain			
Distance (kilometers)	199km	367km	199km
Lead time (days)	2 days	2 days	1 days
Cost (US\$)	430US\$	1129US\$	447US\$
Import time and cost / Port or airport supply chain			
Distance (kilometers)	403km	455km	160km
Lead time (days)	2 days	2 days	2 days
Cost (US\$)	518US\$	892US\$	554US\$
Import time and cost / Land supply chain			
Distance (kilometers)	206km	1030km	164km
Lead time (days)	3 days	3 days	1 days
Cost (US\$)	579US\$	1326US\$	419US\$
Shipments meeting quality criteria (%)	67.45%	76.02%	94.15%
Number of agencies - exports	3	3	1
Number of agencies - imports	3	3	2
Number of documents - exports	4	4	1
Number of documents - imports	4	4	2
Clearance time without physical inspection (days)	1 days	1 days	0 days
Clearance time with physical inspection (days)	2 days	1 days	1 days
Physical inspection (%)	21.55%	3.27%	2.83%
Multiple inspection (%)	8.13%	3.07%	1.57%

Source: World Bank 2014

The above table (6.4) compares India's logistics performance with that of LPI 2014 top performers like Germany and Netherlands

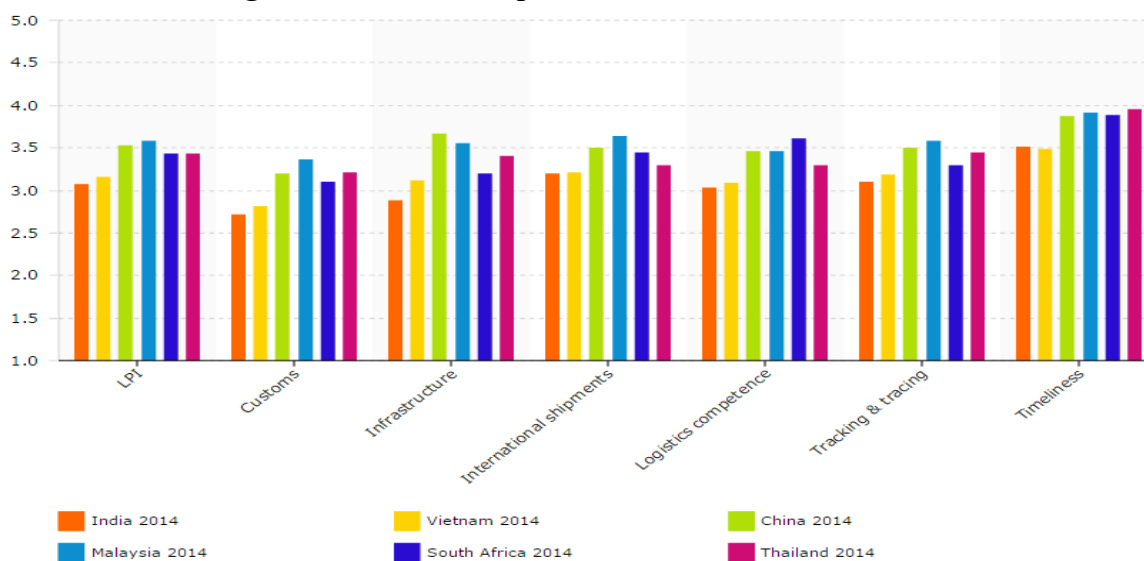
TABLE 6.5 TRADE LOGISTIC PERFORMANCE COMPARISON OF INDIA WITH SELECT COUNTRIES

Countries	Particulars	Customs	Infrastructure	International Shipments	Logistics, Quality & Competence	Tracking & Tracing	Timeline ss
India	Rank	65	58	44	52	57	51
	Score	2.72	2.88	3.2	3.03	3.11	3.51
China	Rank	38	23	22	35	29	36
	Score	3.21	3.67	3.5	3.46	3.5	3.87
Malaysia	Rank	27	26	10	32	23	31
	Score	3.37	3.56	3.64	3.47	3.58	3.92
South Africa	Rank	42	38	25	24	41	33
	Score	3.11	3.2	3.45	3.62	3.3	3.88
Thailand	Rank	36	30	39	38	33	29
	Score	3.21	3.4	3.3	3.29	3.45	3.96
Vietnam	Rank	61	44	42	49	48	56
	Score	2.81	3.11	3.22	3.09	3.19	3.49

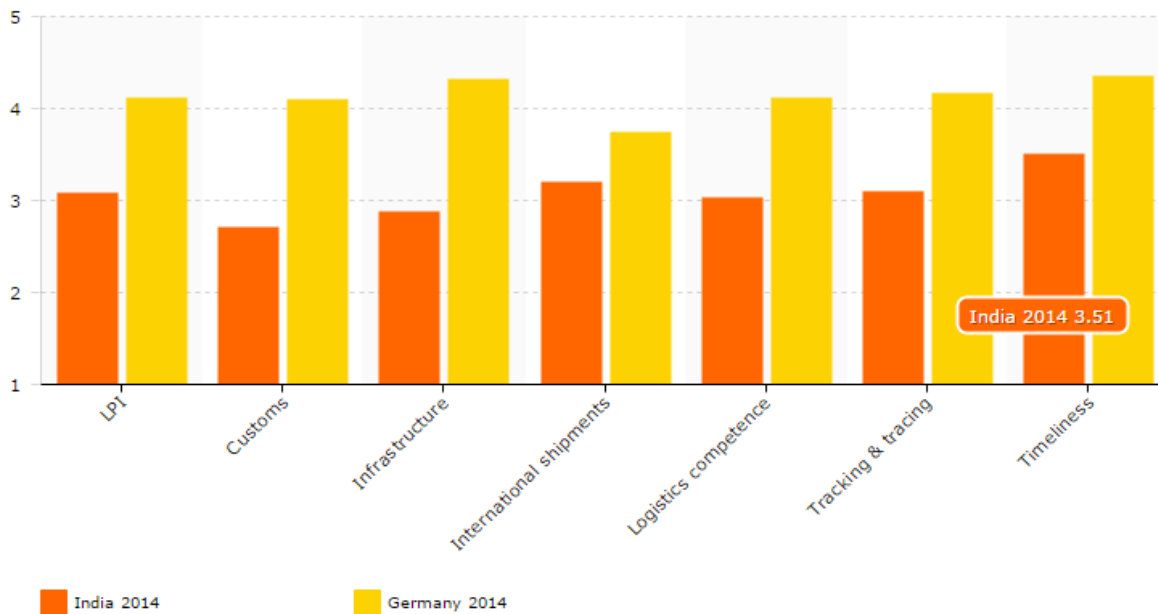
Source: PHD Research Bureau, compiled from World Bank

Compared to countries like China, Thailand, Malaysia and Vietnam, India fares way below all of them in terms of logistics performance. (Table 6.5).

Figure 6.2 India compared with other Asian countries

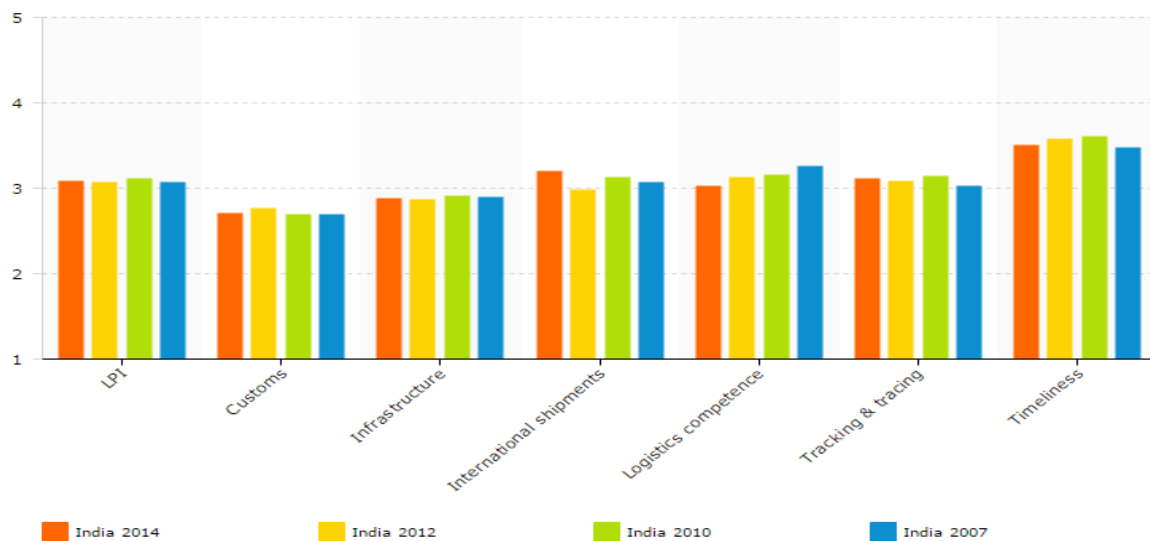


Source: World Bank, 2014

Figure 6.3 India against top performer in 2014 (Germany)

Source: World Bank (2014)

The above chart (Figure 6.3) shows the LPI scores of India and Germany (ranked No.1) along various dimensions.

Figure 6.4 India's performance across 4 years (2007, 2010, 2012 and 2014)

Source: World Bank

The above chart (Figure 6.4) shows that not much change is observed in India's logistics performance over the years. Logistics competence and timeliness are two areas of concern as they show a decreasing trend and India has improved in International shipments.

TABLE 6.6 INDIA'S LPI SCORES ACROSS 4 YEARS (2007, 2010, 2012, 2014)

Country	Year	LPI Score	Customs	Infrastructure	International shipments	Logistics competence	Tracking & tracing	Timeliness
India	2010	3.12	2.7	2.91	3.13	3.16	3.14	3.61
	2014	3.08	2.72	2.88	3.2	3.03	3.11	3.51
	2012	3.08	2.77	2.87	2.98	3.14	3.09	3.58
	2007	3.07	2.69	2.9	3.08	3.27	3.03	3.47

7. Findings and Recommendations

The competitive environment and global supply chain provide several insights that affect the overall logistics performance.

First, from a theoretical perspective, this paper bringing some relevant information and interesting knowledge of logistics performance in India. However, there is poor awareness among leaders about logistics performance, especially on the components, measurements and World Bank report of Logistics Performance Index (LPI). It is observed that Low- and lower middle-income countries like India have progressed the fastest in areas like customs and infrastructure.

If India has to be more competitive, they should encourage the development of third-party logistics functions, including those in the service sectors. To ensure that services are efficient and competitive, governments will need to make long-term policy changes that improve and maintain competitiveness of services, including logistics services that allow their countries to join global supply chains. A country like India could also benefit greatly by adopting more of "green logistics" practices.

8. CONCLUSION

The international LPI combines data on six core performance components into a single aggregate measure. Logistics Performance Index, developed by the World Bank, can analyze country performance in four major determinants of overall logistics performance: infrastructure, services, border procedures and time, and supply chain reliability.

This paper shows that, in spite of the fact that logistics became much more important than in the past, for most countries and organisations, there are still not many tools available and widely spread to measure its effectiveness. Based on that, it was justifiable to carry out exploratory research on a benchmarking tool that is quickly gaining importance among many high, middle and low income economies.

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ECO-FRIENDLY ENVIRONMENT - THE FOUNDATION OF A HEALTHY GENERATION

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ABSTRACT

The article highlights the comprehensive formation of the child's healthy life and ecological manners, the contribution to the maintenance of water, soil, air pollution, the diversity of plant and animal life, the decision-making of the quality of care for him, the constant support of parents for the actions of the child in keeping the environment clean, as well as the negative consequences

KEYWORDS: *Environmental Environment, Healthy Generation, Environmental Etiquette, Water, Soil, Air, Plant, Animal, Environment.*

The most important issue – we need to seriously worry about increasing the ecological culture of the population. Of course, such problems can not be solved only by administrative means, this can be achieved by nurturing in the hearts of the younger generation a sense of love for Mother Nature, a sense of belonging to her.

Sh.M.Mirziyoyev

INTRODUCTION

Today, many reforms are being carried out in Uzbekistan to create a healthy environment. In particular, the introduction of educational disciplines on the basis of a healthy lifestyle, the adoption of the state program “for the healthy generation”, the list of such subjects as “Year of healthy generation”, “Year of Healthy Health”, “year of healthy mother and child” are relevant. The first president of the Republic of Uzbekistan I. Karimov "strengthening public health is one of the important tasks, caring about the health of the younger generation is also raised to the level of state policy. These are the basic omens that affect the health of the younger generation, necessitating the creation of the methodological, psychological, pedagogical, medical and hygienic basis for the formation of a healthy lifestyle in student.”

"A highly cultured, spiritually-enlightened person will not react to the environment in which he lives, from the point of view of spoilage, pollution, which leads to the loss of his life, but rather he will make it prosperous, trying to leave an ecological environment worthy of future generations."

The clean and clean preservation of the environment has been absorbed into the spirituality, spirituality of our ancestors and ancestors since ancient times. Careful care of the earth, water, air, plants and the animal world, sources of life and means of subsistence was considered a criterion of spirituality for them. It is both an obligation and a debt for us to protect universal values, to multiply them in the form of human spirituality, to leave them as a monument to the coming generations, especially the preservation of the immeasurable cultural and educational heritage of our great ancestors, which we have created over the centuries, in particular, the environment of the environment.

In the following years, various educational activities aimed at creating a healthy ecological environment are carried out in the Republic. In particular, the International Organization for Ecology and health "Ekosan" and the organization with the same name operate. A lot of scientific, scientific-methodological and public literature on ecology and nature protection issues is published, regular broadcasts and broadcasts are conducted on radio and television. At all stages of the educational system, a number of activities are carried out aimed at improving the content, organizational forms and methods of environmental education and training.

The population is fully provided with environmental information with the help of the press, radio, television. As a result, the environmental activity and responsibility of the masses are increasing. These activities lead to the formation of a spiritually harmonious person who fully understands the responsibility before the coming generations, thus a person is expected not only to be a consumer of nature, but also to the level of a person who embodies such good deeds as his care, self-sacrifice. As a result, in the near future, a healthy environment will be created for the citizens of our country, for the growing younger generation. This means that our Republic provides opportunities for moving forward along with stable people towards a great future.

The interpretation of Nature, Society and life as a material and spiritual blessing created for man, calling for its preservation constitute the great humanistic content of our ancient spiritual heritage. "Avesto" is a vivid example of this. All necessary conditions are created in our country for the birth and development of a younger generation. The formation of a healthy lifestyle can not be imagined without a clean environment, in other words an environmentally safe natural environment. A healthy lifestyle and an ecologically healthy environment are intertwined with each other.

A healthy ecological natural environment, clean and harmonious natural environment is one of the main factors in the healthy and mature adulthood of children.

Especially at present, issues of formation of a healthy lifestyle based on environmental factors and requirements are gaining importance in the family. In our opinion, the family is a small bright model of decision-making between the members of the family-the formation, observance and promotion of a healthy lifestyle, the Prevention of harmful habits, a clean harmonious natural environment.

The attitude of family members, the style of Economic Conduct, procedures and habits-determines the values of the family.

There is a good transplant in our people "the cleanliness of the environment begins from the threshold of the House". The competence, prosperity of each apartment is known on its threshold, the puddles, the yard-in keeping the place clean and tidy. As they say," he does what he sees in a bird's nest, " parents are required to constantly absorb the son about preserving the Earth and water that nature has bestowed on the children, not polluting the soil and air, keeping the plant-green world, and turning it into their life criterion. Especially important is the formation of an attitude to the use of saving and investigation of drinking water, which is becoming increasingly valuable for our children, our country.

In the books of Allah Ta'ala ilohiyy, who glorified a person and ordered him to preserve nature, to be blessed with his blessings, to use them for noble purposes without destruction, the Lord in verse 56 of Surah a'rof commands: "do not do corrupt works on a prosperous earth."First of all, in the formation of lessons of ecological culture in our children, the attitude of adults to nature, the environment plays a big role. Children who have seen and felt the constant urge of parents to keep their environment clean, they try to follow behind them, take an example and an example from them. Planting a tree together in the family circle in the yard and on the street in the early spring, carrying out its maintenance, landscaping and landscaping work, landscaping the yard will pass a good model school for each child and provide the ground for determining the noble and creative attitude to the environment.

Children, who are involved in the processes of landscaping, in turn, develop an aesthetic outlook and thinking, receive spiritual aesthetic pleasure from nature, its rich variety of colors, become friends with nature. A child who does not like flowers does not have it. The reproduction and care of cultural flowers in our house is a good means of ecological upbringing and the development of ecological consciousness of children. Flowers in the apartment, green plants, in turn, provide oxygen to the air, allowing our children to breathe fresh air. Especially girls tend to feed on flowers, and boys tend to take care of living things.

Parents identify these tendencies from the early youth of their children and work in this way will lead their children to kengays worldview and give a good result. It is necessary for parents to explain the knowledge and lessons of children about the nature they receive in school, that they adhere to them in everyday life and practice them.

In the attitude of our children, it is necessary to avoid the signs of extravagance, to prevent it, to absorb the qualities of austerity and entrepreneurship from a young age. Nature is not an inexhaustible treasure, many natural riches are not restored.

Parents should react to the negative attitude of children to the environment and understand the negative consequences of this, first of all, the purity of the natural environment, the permeability of the air should be carefully trained to ensure our health, the stability of our life. It is necessary to translate the rule" clean environment this is a healthy living environment " into the lifestyle and worldview of the family, everyday necessity, practical skills and vital need. In the formation of the first rules of a healthy lifestyle in a child, parents should diligently train, relying on vital examples that it is our legal and human duty to protect the environment, to maintain its health, to avoid contamination of water, air and soil, to use them sparingly.

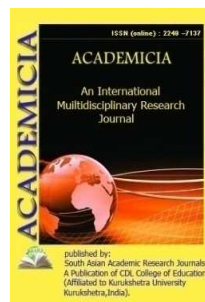
How the behavior of the parents towards the environment is treated by the child, how to pour garbage and garbage into the exposed lands, how to burn it, especially in the autumn khazonrezgi period, our eyes fall into unpleasant situations that burn khazans and pollute the air. The most sad thing is that sometimes we also pull children into this process, ordering them to do similar things, eventually turning them into a direct participant of such negative actions. In turn, children take an example from the action of adults, their attitude.

One of the important tasks facing our educators is the issue of creating a clean, healthy, safe environment for the present and future generation. On the basis of sustainable development, it is permissible to say that it is in the interests of present and future generations – children, our children, not to risk them, to create a clean, healthy and safe environment and a comfortable life for them.

In conclusion, it is necessary for our children to understand that in their spare time they are directly in the bosom of nature, different regions of the world of animals and plants, as far as possible to enjoy their colorful beauties, to organize trips together to nature Bay. After all, we are responsible for parents, teachers and all of us, our children as a harmonious person, and how they are able to preserve their native land.

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ULUGBEK MADRASAH SQUARE - REGISTAN

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ABSTRACT

Registan is a beautiful place with world famous monuments. This article is about Registan Square, the symbol of Samarkand, and the interesting history of Mirzo Ulugbek, Sherdor and Tillokori madrasahs. The qibla of the Mukatta Mosque has been identified by astrologers by the stars. In Boburnom: “(Mirzo Ulugbek) built a mosque south of the madrasah called Masjid-i Mukatta. In that sense, Mukatta says, they chopped wood from continent to continent and added Islamic and Chinese designs. The entrances served as summer classrooms. There is a mosque between the two classrooms on the west side. Ulugbek madrasah covers an area of 81x56 meters and has a width of 16.5 meters. The yard was 40x30 meters. The largest and most attractive of them is undoubtedly the Registan. Registan Square, the heart and greatness of Great Samarkand, the greatness of the three madrasahs erected on it, as well as their decorations and bright colors will amaze visitors.

KEYWORDS: Samarkand, Registan, Amir Temur, Mirzo Ulugbek, Yalangtush Bahodir, Sherdor, Tillokori, Chorsu, Science, Culture, Architecture. **Method:** data analysis, generalization.

INTRODUCTION

Registan Square and its luxurious buildings - Mirzo Ulugbek Madrasah, Sherdor and Tillokori - have a long history, adding beauty to the ancient and modern city of Samarkand. Since the time of Mirzo Ulugbek, Registan has been the main square of Samarkand. Large markets were opened in or around Registan Square, and large scientific centers, scientific libraries and important government institutions were located here. The decrees of the rulers of Samarkand are published

here. Brave warriors who fought the enemy took the oath in this square and received the blessing of the elders.

Main part. Archaeological excavations in Registan Square show that during the time of the primitive community there was a huge forest here, and the oldest hunters hunted various wild animals in the forest. During excavations in the lower layers of the Registan Square, hunting weapons of primitive people were discovered.

In ancient times, a large canal was laid from the modern Registan square to the city of Afrosiab. In the VIII-X centuries, many buildings began to appear on the site of Registan Square, since the Arabs who invaded Samarkand forcibly resettled several thousand local residents from Afrosiab. It was during this period that craft workshops and shops were built here. In the 11th and 12th centuries, the site of the present Registan Square and the surrounding area were surrounded by an external defensive wall and became known as the “outer city”.

When the city of Afrosiab was destroyed by Genghis Khan in 1220, it became impossible to live here, and the surviving people moved to the modern old city, around Registan Square. From here the channel widens and grows shallow. After that, a new channel will be dug for the channel. Due to the accumulation of a large amount of sand in the old channel of the canal, the place became known as Registan, which means "sandy place".

During the reign of Amir Temur, the Registan Square was replaced by a central market, as well as covered stalls built by Jahangir's wife Tuman oka.

The architectural formation of the Registan Square dates back to the reign of Mirzo Ulugbek. The great astrologer Mirzo Ulugbek, who ruled Samarkand for 40 years (1409-1449), spared nothing for the improvement of this city. Mirzo Ulugbek completed the construction of historical monuments not only in Samarkand, but also in Bukhara, Gijduvan, Shakhrisabz, as well as 26 historical buildings built during the reign of Amir Temur and earlier. [1]. By order of Mirzo Ulugbek, the construction of a luxurious madrasah began in the western part of the region. The madrasah, built in 1420, amazed contemporaries with its grandeur and beauty. Boburnom provides information about two other buildings built by Mirzo Ulugbek on the territory of Registan Square. One was a bathroom and the other was a mosque. The bathroom is called Mirza Banya and is paved with various stones. “Such baths are not known in Khorasan and Samarkand,” wrote Mirzo Babur. The mosque is located south of the madrasah and is called the Mukatta Mosque. It is so named because its walls and ceiling are made of intercontinental timber with Islamic and Chinese designs. There was a difference between the qibla of the mosque and the qibla of the mosque of the madrasah. Because the madrasah was built in the direction of the main street of the city. The qibla of the Mukatta Mosque has been identified by astrologers by the stars. In Boburnom: “(Mirzo Ulugbek) built a mosque south of the madrasah called Masjid-i Mukatta. In that sense, Mukatta says, they chopped wood from continent to continent and added Islamic and Chinese designs. The walls and ceiling are of this type. This is the big difference between the qibla of the mosque and the qibla of the madrasah. However, the direction of the qibla of this mosque is determined by an astrological sign.[2]. Some consider this mosque to be one with the Maghrib Mosque. In fact, the Maghrib mosques have continued their pre-Islamic traditions and are somewhat submerged. The Magoki Attori and Magoki Korpa mosques are known in Bukhara. The foundations of the Magok mosque in the Samarkand region were excavated between the Tillakori madrasah and the Chorsu [3].

Mirzo Ulugbek wanted to educate people by building madrasahs, and encouraged them to perfection. During the construction of the madrasah, he also paid great attention to its philosophical aspects. Academician Boturkhon Validzhodzhaev in his scientific brochure "Higher education in Samarkand - oliya madrasah - excerpts from the history of the university": "... Further improvement of the education system of Mirzo Ulugbek, linking it with the results of scientific research. His aspirations are especially vividly manifested in the complex of oli madrasahs he built in Samarkand ... "Olia madrasah" is understood in two senses: firstly, it is at the highest level in terms of architecture, painting and art, that is, monumental ", and the other , unlike other madrasahs, is a higher educational institution in the education system, a university of its time. " [4].

Four tall towers are built at the four corners of the Ulugbek madrasah, built in 1417-1420. Several comfortable and cozy rooms and classrooms have been built with great skill in the inner courtyard of the madrasah. Also, the inner and outer walls of the madrasah were decorated with multi-colored tiles. The pool in the courtyard of the madrasah was gushing with water, and when the sun was shining on it, the patterns on the walls were dazzlingly reflected by the sun.

Ulugbek Madrasah is a classic example of the monuments of the East as an architectural masterpiece. The madrasah was two-story, with 55 rooms, large classrooms and verandas at four corners. 2-3 students studied and lived in special training rooms. The entrances served as summer classrooms. There is a mosque between the two classrooms on the west side. Ulugbek madrasah covers an area of 81x56 meters and has a width of 16.5 meters. The yard was 40x30 meters. The building is finished with tiles. Internal and external insulators are made of marble slabs and columns. The roof is decorated with a girth of several stars, reminiscent of Zigi Koragoni. Two corners of the facade of the madrasah are decorated with three-storey towers. Only the first tiers of four towers survived, which fortified the four outer corners of the madrasah. The current height of this tower is about 33 meters. In 1932, under the leadership of engineer M.F. Mauer, the northeastern tower of the Ulugbek Madrasah, which weighed 400 tons, was repaired by twisting. By the middle of the twentieth century, the southeastern tower of the Ulugbek madrasah tilted 1.8 meters from its axis and sagged 4 meters on one side. The tower was restored to its original form on March 1, 1965 under the leadership of E.M. Handel. This madrasah, built by Ulugbek, was the most advanced, well-equipped university of its time and became famous as the first medical institution in the East and a scientific institution with a wide range of possibilities. At the same time, it was known throughout the world as the Ulugbek Academy.

There was a large library in the rooms of the second floor of the Ulugbek madrasah. Most of the books collected by Amir Temur and his children have survived. In the Ulugbek madrasah there is a well-established system of deep knowledge and education in all religious and secular subjects. Famous scholars such as Mawlana Muhammad Khawafi, Kazizada Rumi, Giesiddin Jamshid, Muiniddin Kashi and Ali Kushchi were among the leading scholars and teachers of the madrasah. Ulugbek himself taught in madrasah together with other scientists.

Education in madrasah is carried out in three stages: the first stage is "adno" or "low level", the second level is "avsat" or "miyona" the middle level, the third level is "excellent", "Top" upper part. The talented Taliban studied diligently in each department for four to five years. As a result, a student who studied in a madrasah, mastered the main subjects of his program and was able to demonstrate his knowledge at examination lessons, is issued a "Certificate". Education in the

madrasah is free and funded by the foundation. Extensive information is contained in the brochure of Academician Boturkhon Valikhodzhaev "Excerpts from the history of higher education madrasah in Samarkand".

The great Uzbek thinker, poet and public figure Alisher Navoi, who lived and studied in Samarkand in 1465-1469, also enriched his knowledge in the field of astronomy, geography, history and literature. His education at the Ulugbek madrasah for more than two years played an important role in his later life.

After the Timurids, the Sheibanids, who ascended the throne of Samarkand, also did a lot to improve this city. The historian Hafiz Tanish Bukhari writes that in 1581 and 1587 Abdullah twice ordered the restoration of architectural monuments of Samarkand, on which large sums of money were spent.

Registan Square again became a huge construction site in the early 17th century. Here the governor of Samarkand Yalangtoshbiy Bahodir built two beautiful, luxurious and glorious madrassas. In honor of Piri Hoja Hashim's grandfather Mahdum Azam, he built 14 domed khanaqahs, 2 mosques and a madrasah in Dahbed. The tomb of Yalangtosh Bahodir, the son of Abdukarim Boyhoji, a skilled commander and head of state from the Olchin clan, is in Dahbed, and his tombs are at the feet of Mahdumi Azam and Khoja Hashim Dahbedi. In order to perpetuate the memory of Yalangtosh Bahodir during the years of independence, on July 10, 1992, the former Republican Street in Samarkand was renamed Yalangtosh Bahodir by the 89th decision of the regional governor.

The construction of the Sherdor madrasah, located on the opposite side of the Ulugbek madrasah, began in 1619. The architects who designed this madrasah tried in every possible way to make it look like the Ulugbek madrasah. Thanks to this, the height of the roof of the Sherdor madrasah, its blue domes and majestic minarets resemble the Ulugbek madrasah built in the 15th century.

The tiles and decorations of the Sherdor madrasah are unique. Also, the inner courtyard of the Sherdor madrasah and the premises in it differ from the Ulugbek madrasah in architectural solutions.

Madrasah Sherdor was built in 1619-1636 and has a size of 70 by 56 meters, that is, a rectangular shape, and the courtyard is surrounded by two-story rooms. There are 54 of them, the size of the yard is 30 by 38 meters, there are classrooms in the corners.

The lion on the roof of the Sherdor madrasah, the sun with a human face on its back, and a frightened deer looking back also add to the beauty of the madrasah.

Disputes about the philosophical meaning of the images of the sun, lion and deer have not yet been resolved.

The names of Abdul Jabbar, the chief architect who built it, and Muhammad Abbas, the chief architect who created the architectural decorations, are forever engraved on the walls of the Sherdor Madrasah. Master Mulla Abdul Jabbar was an independent artist who knew not only the language of patterns, but also the philosophy of beauty and symbolism.

The famous scientist, academician Polat Zakhidov in his book "The World of an Architect" says this about the decoration of the Sherdor madrasah: This is how Abu Takhirkhodja from Samarkand, in his book "Samaria, written in the 1930s," interprets the images on the roof of the

Sherdor madrasah. Khurshid - the shape of the sun is combined with the sign of a lion: the lion's attack is reflected by the blade of the sun's rays. As if the light repels trouble. In any case, it seems that the creators are symbolically expressing a deep ideological idea. Architect Abdujabbor encourages people to learn. He promotes the philosophical idea that enlightenment leads to spiritual purity and perfection through spiritual purity[7].

The walls of the madrasah also bear the name of the governor of Samarkand Yalangtoshbi Bahodir, who built it, and a hymn inscribed in his name.

“When an engineer gives a mountain,
The sky bit his finger and said, "New moon."
The basis for the Yalangtosh Bahodir,
"Yalangtosh Bahodir" is in line with history”[8].

At the time of its construction, the madrasah was popularly known and documented as the "Great Madrasah of Yalangtoshbi", but in later times it was called Sherdor. The madrassa also hosts large-scale international forums.

The third madrasa built in Registan Square is Tillakori madrasa. This madrasah was also built by Yalangtoshbi Bahodir in 1646-1660 and, according to historical sources, was built for 17 years.

The roof of the Tillakori madrasah is as high and magnificent as that of the Ulugbek and Sherdor madrasahs. By the 17th century, the Amir Temur mosque was in disrepair, and the Alik Kokaldosh mosque in Registan was completely destroyed.

Therefore, the residents of Samarkand needed a new mosque. Realizing this, Yalangtoshbi Bahodir decided to combine the luxurious mosque into a new madrasah. The architects understood the ruler's intentions and transferred it to the project.

The courtyard of the madrasah was also built for the convenience of worshipers who come here to pray. The walls of the mosque and madrasah glittered due to the large amount of gold that was used to decorate them. For this reason, at the time of construction, the madrasah was called "Tillakori", although it was called "the small madrasah Yalangtushbiy". The tiles and mosaics on the walls of the Tillakori Mosque are unique and unrepeatable in their beauty. The courtyard of the madrasah is 43x43 meters, there are premises on three sides, and a winter mosque on the west side. In its central part there is a domed target. The inner surface of the dome is dilapidated and filled with golden water. The inscriptions from the Qur'anic verses in white tiles on the side of the courtyard are also decorated with golden water. Tillakori madrasah differs from these two madrasahs in that only its facade is two-story, with rooms facing the courtyard, and a one-story mosque. Unlike the Samarkand madrasah, there is a two-story classroom on the side of the street and two bouquets.

Hundreds of students have studied for centuries at these three magnificent madrasahs in Registan Square. In his chambers, they learned the secrets of science, connecting night with morning. They were trained by some of the greatest scientists of their time.

Another historical building adjacent to the Registan ensemble is the Chorsu House. Chorsu is the main trading building in Samarkand at that time, built during the reign of Amir Shah Murad. Amir Shah Murad built the high hexagonal Chorsu-Taqi Musaddas shopping center in the center

of Samarkand, northeast of Registan Square (behind the Sherdor Madrasah). Chorsu is a Persian word that means “four”, “suk” means “market”, which means a market square in a block, a road that opens in four directions. [9]. Chorsu is located at the intersection of six main streets. Accordingly, the building has a hexagonal shape. Amir Shahmurad has done a great job of improving Samarkand. Samaria also mentions the following: “Amir Masum is the emir of the Bukhara Shah Murad from the Mangit dynasty. According to our founding documents, after Shah Murad was sent to Samarkand by his father Amir Daniel, he renovated several high-rise buildings, including the Sheybanikhan madrasah.” [10].

CONCLUSION

There are many ancient monuments of history and architecture in Uzbekistan. The largest and most attractive of them is undoubtedly the Registan. Registan Square, the heart and greatness of Great Samarkand, the greatness of the three madrasahs erected on it, as well as their decorations and bright colors will amaze visitors. They watch her beauty for hours, listening in a special spirit to the song of silence from her magical evenings. That is why every foreign tourist visiting Uzbekistan wants to see the Registan. Today, the tourism industry has risen to the level of government policy.

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BASIC CONCEPTS AND PRINCIPLES OF COGNITIVE LINGUISTICS

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ABSTRACT

That it is done in the framework of new anthropocentric linguistic trends-Cognitive linguistics and Linguoculturology; by the absence of researches of this concepts in the English language;.. The research can be continued in the framework of the following topics: comparative study of this concept in different languages; taxonomical analysis of concepts and concept spheres in different languages; investigation of gender factors reflected in different concepts.

KEYWORDS: *Linguistic And Cultural Studies, Analysis Of Phraseological Units, Ethnolinguistics, Lingvopragmatics, Lingvoculturology, Sociolinguistics, And Cognitive Linguistics.*

INTRODUCTION

Just as there have been periods of upheaval in the history of every science, there have also been periods of crisis. The occurrence of such a situation in itself requires scientists to look at the object of study with a "new eye", to approach it from a different point of view. Consequently, the crisis in theoretical physics in the early twentieth century lasted a long time. As a result of the application of new methods in research, different theories have emerged. It was during this period that it became clear that the science of linguistics could not answer the questions that arose in the practice of information technology, where stagnant or traditional methods and conclusions were rapidly evolving. This field of science, which has hitherto analyzed the language system and text construction as a product of speech activity from a philological point of view, has now expanded with concepts and categories related to the activities of perception, cognition, comprehension, and analysis. As a result, the need for linguistics to collaborate with cognitive sciences such as logic, psychology, and cognitive theory is growing. This collaboration, on the one hand, introduced linguistics into the field of cognitive science, which deals with the problems of human thinking, and, on the other hand, enriched linguistics itself with another field - cognitive linguistics. When it comes to the emergence of cognitivism, J. Miller points out that a symposium on information theory held in the 1950s is of particular

importance. Another American professor, J.J. Brunner is the first to give a lecture on cognitive processes [3.59]. U .J. Together with Miller, he founded the Center for Cognitive Research at Harvard University in 1960. The emergence of cognitive linguistics in the 60s and 70s of the twentieth century (mainly in North America) led to the view of semantics as a separate linguistic theory. Therefore, in the scientific research of cognitologists, semantics plays an important role in the use of language, which is studied as the most basic force. Based on this approach, which is based on mathematical views of language as a formal system, a less informal approach has emerged that considers language as a biological system [5.103]. In the second case (i.e., when language is viewed as a biological system), language is considered to be disordered by its nature and a much more difficult phenomenon to illuminate. The development of cognitive orientation in American linguistics has clearly demonstrated that traditional methods of semantic expression cannot meet all the requirements of cognitive semantic research. Cognitive linguistics emerged on the basis of cognitivism within the modern anthropocentric paradigm and significantly expanded the scope of linguistic research. By the last years of the twentieth century, there was a need to approach language from the point of view of its participation in the activities of human thought. As a result of the activity of thinking, information reaches man through various channels, but the subject of cognitive linguistics is only a certain part of the information, which is reflected and expressed in linguistic forms. Cognitivism is a field of science that studies the human mind, thinking, and the mental processes and states associated with them. It is the science of knowing, perceiving, and understanding the world in the process(1). According to Kubryakova, cognitive linguistics defines language as a cognitive mechanism that plays an important role in encoding and transmitting information. The tasks of cognitive linguistics include: 1) To determine the role of language in the emergence of human knowledge; 2) To understand the processes of categorization of the universe and its objects (division into types, forming concepts), conceptualization (creation of concepts) and naming (nomination); 3) Determine the relationship between the conceptual system and the language system; 4) To reveal issues related to linguistic and cognitive (conceptual) images of the world .Cognition, which is the basic concept of cognitive linguistics, encompasses knowledge and thinking within a language, so cognition, cognitivism, is closely related to linguistics [1.98]. Nowadays, in the whole complex of human sciences, it has become a common axiom to study the relationship between language and other types of human activity. Language helps cognitivists to understand human behavior even more than culture and society. Attempts to classify these disciplines are often seen in scientific research devoted to the problems of modern cognitive linguistics. In some scientific studies, in particular, E.Yu. While Balashova dwells on the existence of two: lingvocognitive and lingvocultural(2), on the other hand, distinguishes such areas of cognitive linguistics as classical cognitivism and modern cognitive-discursive, which study the structures of knowledge based on logical methods. Stern argues that at least the following areas of cognitive linguistics can be enumerated today: • Culturological - the concept is studied as an element of culture based on the results of various sciences (Yu.S. Stepanov). Such research is of an interdisciplinary nature, where language emerges as one of the sources of knowledge about the concept; • Linguoculturological - the concept is studied as an element of national linguoculture, the relationship of national values and national identity of this culture, this direction is called "from language to culture" .Semantic-cognitive - lexical and grammatical semantics of language is studied as a tool that reveals the conceptual content, a tool that serves to transform the language from semantic modeling to the conceptsphere• Philosophical-semiotic -

the cognitive basis of characters is studied (A.V. Kravchenko)[4.87]. • These enumerated areas are sufficiently formed in modern linguistics, all of which have their own methodological principles and their representatives among the more famous linguists-cognitivists. Cognitive linguistics uses operative units of memory such as frames, concepts, gestalts as a research tool. Cognitive linguistics aims to model the worldview as well as to model the means of linguistic thinking. The formation of a certain perception of the world is The USA Journals manifested as a result of the interaction of three psychic perceptions, such as the sphere of emotion, the level of formation of the imagination, the sphere of speech thought processes. The sum of all this forms the basis of a system of concepts. Among the many current problems in cognitive linguistics, the study of the cognitive (conceptual) basis of language signs is of great importance. The study of conceptual foundations in cognitive linguistics can be done in two different directions. In the first, the research begins with a specific selected concept, collects all the language tools that represent it, and then analyzes them. In the second direction, the research selects a specific keyword and collects different contexts related to its application. This allows the study of the semantics of the selected word, revealing the semantic features and characteristics in the process of its application. Here a corresponding lexical or phraseological concept emerges based on the collected semantic characters. As Sternin points out, the conceptual model of the concept studied as a unit of global thinking in national identity and

he maximum use of the language tools that generate the concept studied for theoretical analysis and the full coverage of the semantics of these language units (words, phrases, parems, texts) is the goal of research. M.L. According to Kovshova, the study of meaning in linguistic and cognitive aspects and their compatibility as a common cognitive mechanism in language learning, the definition of its representation in human thought and the mechanism of these representations, the manifestation of cognitive-operational processes as a subject of communication is one of the important issues [2.45]. Both approaches are important in that they do not negate each other, on the contrary, they complement each other and are applied together at the same time in a number of cases. Many problems of a semantic nature can be better understood if mental structures are addressed in the process of studying language units at different levels. The effectiveness of the application of the cognitive approach in studying the problem of unit semantics in different layers of language structure, the relevance of referring to different types of cognitive models to illuminate different linguistic means of communication is emphasized by many researchers. For example, the effectiveness of involving cognitive analysis in the study of the lexical layer of language has been studied by E.S. Kubryakova, E.G. Belyaevskaya, E.M. Pozdnyakova, V.N. Eliseeva, G.G. It is reflected in the scientific research of scholars such as Bondarchuk; in the phraseological layer, M.V. Cognitive approach is involved in the scientific research of linguists such as Shamanova, ML Kovshova (study of artistic, political, economic, poetic texts). The basic terms of cognitive linguistics are: mind (intelligence), knowledge, conceptualization, conceptual system, cognition, linguistic worldview, cognitive base, mental representations, cognitive model, categorization, verbalization, mentality, cultural constants, concept, world image, conceptsphere, national cultural area, etc. All of these concepts are related to a person's cognitive activity, i.e., as a result of an activity, a person makes a certain decision or acquires knowledge. processes observed in the processing of information and involves the creation of separate structures of thinking. In this case, linguistic (speech) activity is a form of cognitive activity. Let's look at some important concepts in cognitive linguistics. Mind (consciousness) is the ability of a person to act purposefully within this

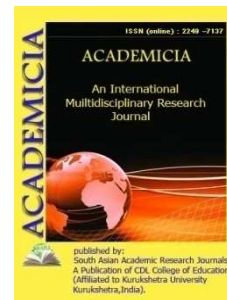
connection, which leads to knowledge, understanding and allows to understand the universal relationship of values, things and events. This is the mechanism of formation of knowledge, which is the purposeful realization of knowledge in the process of interaction (interaction) of a particular organism with the environment. The environment here is the sum of all the physical (physical), social (social) and mental factors that an organism encounters in the course of its life activities. Knowledge is the ability to have experience and understanding that is both subjectively and objectively correct, and based on objective and subjective aspects (thinking and drawing conclusions) it is possible to think and draw conclusions that provide purposeful behavior (behavior). Knowledge is a dynamic functional structure that shapes the "world style" and is the product of the processing of webral and novebral experiences. Peterim Sorokin emphasizes that there are 3 views of scientific truth: emotional-empirical (simple, ordinary knowledge), scientific-rational (scientific knowledge) and intuitive. Each of them is only partially true, and the whole takes place in their whole integration. The division of knowledge into scientific and simple types is based on a number of parameters. D. V. Vichev and V. A. Philosophers such as Shtoff wrote in an article on the subject: differs according to other characteristics "[2.32]. Conceptualization is interpreted in modern linguistics as some kind of "open" phenomenon for different structures of knowledge and different forms of cognitive process of knowledge formation that arise (created) from some small minimal conceptual units. A conceptual system is a mental level or mental set based on the sum of all the concepts present in the human mind and their experienced combination. In this case, the conceptual system is a system of thoughts and knowledge about the world, which is reflected in human experience. The cognitive basis is the sum of the necessary knowledge that all linguists in a given linguocultural society should possess. The cognitive base is formed through cognitive structures, while cognitive structures in turn shape our competence (good knowledge) and form its basis. The information encoded and stored in the form of cognitive structure includes not only information about the world, but also knowledge of language and knowledge of language. The cognitive base performs unifying and differentiating functions. From the point of view of cognitive linguistics, categorization is a cognitive division of being, the essence of which is the division of the whole ontological being (territory) into different categorical parts (regions)[5.132]. It is the formation of the world, the state of placing a word or object in a group, "a class is a way of creating a hierarchical relationship in the appearance (type) of a class member." In conclusion, from the point of view of cognitivism, man is considered as a system that processes information, and his behavior and attitudes should be expressed and interpreted in terms of his inner state. Cognitive linguistics is part of the sciences that deal with human cognitive activity and studies the role of language in the formation of the image of reality in the human mind. Cognitive linguistics is an interdisciplinary science that is closely related to areas such as psychology, history, sociology, and cultural studies.

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THE EDUCATIONAL IMPORTANCE OF LISTENING TO MUSIC FOR SCHOOL CHILDREN

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ABSTRACT

The pleasure inherent in a morally and aesthetically educated person is expressed in such a way that it influences a person's heart to ask for a good word, advice, guidance. If you want to teach word formation, if you want your students to strive for good, cultivate the tenderness of the young heart, the sensitivity of the senses. Music is one of the most important means of influencing the young soul. You can't put it into words, you can explain it, but you can feel it. The main source of music is not only the external world, but also the person himself, his spiritual world, thinking and speech. This makes the teacher's job a bit more complicated, requiring him or her to perform all the music in the classroom. This is a complex task, which requires each music teacher to constantly improve their performance skills, and each lesson requires careful preparation. The emergence and formation of music and aesthetic culture depends on the complete mastery by students of each piece listened to. The student will then be able to fully integrate the teaching and learning skills taught by the teacher.

KEYWORDS: *Aesthetics, Emotion, Vocal Chorus, Noble, Melody, Image*

INTRODUCTION

The Prophet (peace and blessings of Allaah be upon him) had a quality that was manifested in his delicacy and sensitivity. This quality sharpens his ability to experience. A person with a sensitive disposition will not forget the sorrows and misfortunes of others: his conscience will force him to lend a helping hand. Music and singing also cultivate this quality in a person.

The same is true of music: when you listen to a well-performed song, you have in your heart an image of music side by side with clear musical images. You can't put it into words, you can explain it, but you can feel it. The main source of music is not only the external world, but also the person himself, his spiritual world, thinking and speech. A musical image is a unique representation of the nature of objects and events in the eyes of the reader. The child's attention is drawn to the objects and events of the new world created before his eyes, and at the same time his mind draws a picture of a bright landscape, which requires expression. The child seeks material for new ideas and reflections and creates through words. The melody evokes vivid images in children. He is an invaluable tool of the creative forces of the mind.

Children listen to V A Sukhomlinsky, listening to E. Grig, who in his imagination embodied in his imagination mythical ideas and impenetrable thickets, the image of noble and evil beings: children voluntarily take a pen and an album, wonderful they wanted the images to be reflected on paper. The music would even activate our activities, the minds of the children. It seemed as if the musical material was giving some sort of miraculous power to the thought-provoking textures. I found that the increase of mental power under the influence of music was a source of inspiration.

We have thought with you above that music can enter a child's world of nobility and increase his spiritual strength. Now, let's talk about some of the things that can be done in music lessons. In the music section of the lesson, students will be introduced to a variety of musical instruments, their sounds, musical compositions of various characters, and the composers who created them. The music that children listen to in elementary school should not exceed 2.3 minutes, as the attention of children of this age is still distracted and unstable. That's why they can't sit still for long. Attention is paid to the fact that the works listened to are age-appropriate, understandable and colorful.

All the children in the class sing in unison during the lesson. It is true that children who sing incorrectly at first interfere with the general song, the purity of the melodies: but it should be remembered that children's ability to listen to music gradually develops in the process of teaching. Developing vocal choir skills is a long process. Therefore, we cannot deprive children of the opportunity to develop both the ability to listen to music and the voice is not well developed.

If a student sings poorly during class, it does not mean that he or she has a poor ability to listen to music. He may hear well, but his voice is unruly. In such cases, there is no harmony between listening to music and sound. After some time, as the vocal apparatus develops and its range expands, it often becomes apparent that the student has the ability to listen to music, as well as the necessary vocal chorus ability. If a student sings only a few sounds in the middle of the range, it means that his abilities are not limited, not his ability to listen to music. It is not necessary to conclude that the child's ability to listen to music is bad. Children with hearing impairments should not be excluded from singing and music lessons, but should be given more attention as students who are temporarily behind.

Children's attentive listening to music is slowly becoming a habit, which is one of the most important conditions for music lessons. This opens up a wide range of possibilities for a deep and complete understanding of the piece of music. It is important to prepare students to listen to music directly, to focus their attention on the work being listened to. Before the reader listens to

the work, draw the children's attention to the content of the work; a short and interesting conversation about his creation or the work of the composer of this work. For example, before listening to the song "Koshchinor", I would like to tell the children about the history of the song "Koshchinor", the idea of the song and its plot. The conversation should be lively and interesting, the story should be short and figurative. The teacher invites you to listen carefully to the song. Before listening for the second time, he asks the children: "Listen carefully, does the music really reflect the image of autumn?" Then the teacher draws the children's attention to the calm figurative tones in the music. As a result, children see a sad image of autumn: the whispering of yellow leaves in close tones, such as the chirping of birds, the roar of thunder, the roar of the wind. During the last listening, the children's attention is drawn to the dynamic characters in the work, the slow and loud performance of sounds. Then the attention is drawn to the melody of the "Old Song", the sound of which is accompanied by the sound of the water, and in the midst of the perception of the second kind of melody, they have to learn the beauty of art.

How the music source is played is also extremely important in the process of listening to music. There is a source for listening to music for Uzbek schools, but very little. This makes the teacher's job a bit more complicated, requiring him or her to perform all the music in the classroom. This is a complex task, which requires each music teacher to constantly improve their performance skills, and each lesson requires careful preparation. The piece of music must be perfect. The importance of music education in educating the younger generation as highly cultured, aesthetically pleasing people is invaluable. In particular, Uzbek music is a key opportunity in this regard. The accuracy, correctness and smoothness of such an opportunity depend on the enthusiasm of music educators. Teachers and educators, especially those who teach elementary school students, take on more of the challenge. Because the fate of little boys and girls who still can't read or write, but who can grow up to be great people in the future, is in their hands. Therefore, in the future, we also need to be very vigilant and proactive in the process of teaching students. Even a small mistake can give a reason in the future.

It is important to teach students to enjoy singing and melody, first of all, in the formation of aesthetic education by organizing music lessons in primary school. The teacher should perform the following tasks in teaching them, in awakening aesthetic education in students:

- To arouse children's love, interest and interest in music;
- Vocal - choir skills and basic singing lessons;
- Development of creative abilities of students;
- Adherence to the culture of speech;
- To develop students' artistic tastes (dress code, posture).

The implementation of these tasks will continue systematically from the first grade to the upper grade. The songs included in the curriculum of music culture also play an important role in the development of aesthetic culture with the age and interest of students, the diversity of content, interesting melodies. In it, especially the lyrical dance jokes about the motherland, beautiful nature, seasons, birds and wildlife, many songs of a humorous nature are necessary to increase the aesthetic pleasure of students, to fulfill educational and cultural tasks and to sing. helps build skills.

The emergence and formation of music and aesthetic culture depends on the complete mastery by students of each piece listened to. The student will then be able to fully integrate the teaching and learning skills taught by the teacher. The musical heritage of our people is a unique treasure, it has three locks, the three most important interrelated aspects of the listener and the performer, the keys to it. These can be defined as follows:

1. Ability to listen to music.
2. Musical taste.
3. Sensitivity, musical perception.

The ability to listen to music is not just a matter of listening to it; it is a very complex process. In particular, some people listen to music well and ignore it. No good music can influence such people. Formed in an expressive and highly professional manner and the instrument must be clearly tuned and the sound must be resonant, otherwise the play will not leave a lasting impression on children.

On the plus side, not everyone who listens to music is a good listener. Those who listen to music well will have the following important analytical skills:

1. The ability to listen to music.
2. High-low sounds, perception of intervals.
3. Rhythm sensations are well formed.
4. The ability to combine sounds well.
5. The ability to feel the timbre (color) of sounds.
6. Feel the sounds of highs and lows.
7. The ability to remember one voice well.
8. Gamophone in polyphonic works - a sense of harmonic intervals and chords.
9. Sense of imitation situations.
10. To know the form of a musical work, etc ...

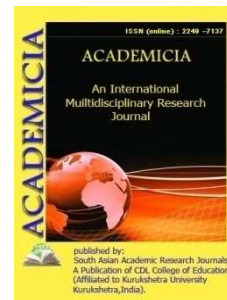
Music pedagogy has proven that all types of musical ability can be developed through systematic practice. These aspects show that, as an analytical skill, music can ultimately improve the artistic taste of the listener.

Oriental scholars have said many things about how music penetrates and enriches a person's inner world. In the East, the treatment of the sick by means of music has long been common. In particular, the great physician Abu Ali ibn Sina wrote in his book "Laws of Medicine" that he treated the mentally ill through music.

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VITAMINES IN THE YARROW (*ACHILLEA MILLEFOLIUM* L.) PLANT AND THEIR IMPORTANCE IN HUMAN HEALTH

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ABSTRACT

*The article provides detailed information on the botanical and morpho-physiological characteristics of the plant *Achillea Millefolium* L., one of the medicinal plants used in scientific medicine, systematic, some biologically active substances in the chemical composition, especially Vitamines, their function in the body and their role in human health. data are given. This article focuses on the modern systematic role of yarrow and its application in various forms based on its healing properties. The leaves are evenly distributed along the stem and are double-stalked, 5–20 cm long, almost hairy, and contain kaulin, which is sticky. The flowers are located in a large, compact thyroid inflorescence at the top of the stem, each cluster consisting of 1 or more flower heads. Thus, when the body lacks or lacks any Vitamines, the metabolism is disrupted. Lack of Vitamines in food reduces a person's ability to work, reduces the body's ability to withstand diseases and adverse environmental influences.*

KEYWORDS: *Vitamines, Ascorbic Acid, Phylloquinone, Yarrow, Chemical Composition, Macronutrient, Microelement, Medicinal Properties, Medicinal Properties.*

INTRODUCTION

It is worthwhile to define the concept of Vitamines before talking about the Vitamines that are found in the biologically active substances contained in the plant *Achillea Millefolium* L. Vitamines (Latin vita - "life" + amine), drugs - organic compounds necessary for the vital functions of a living organism and normal metabolism. They have different chemical structures. Ancient Chinese books, and later the writings of Hippocrates, reported that people became ill as

a result of nutrient deficiencies. The scientific study of Vitamines began in the 18th century. The English physician J. Lind (1757), the French physiologist F. Majandi (1816), the Russian physician NI Lunin (1880), the Dutch physician Eikman (1897), and the English scientist F. Hopkins (1906) made significant contributions to the study of W.

Vitamines are not synthesized in the body, a person receives the necessary Vitamine with various nutrients. HypoVitamineosis occurs when there is a lack of Vitamines in the diet, and a Vitamineosis when there is no Vitamine at all. The main source of Vitamines are plants. Microorganisms also play an important role in Vitamine production.

The biological significance of Vitamines is that they have a regulating effect on metabolism. Vitamines enhance chemical reactions in the body, affect the body's absorption of nutrients, promote the normal growth of cells and the development of the whole organism, enter the body of enzymes and ensure their normal function and activity. Vitamines are involved in energy metabolism (B, B₂), amino acids (B₆, B₁₂ B.) and fatty acids (pantothenic acid), photoreception (Vitamine A), blood clotting (Vitamine K) and calcium absorption (Vitamine D). Thus, when the body lacks or lacks any Vitamines, the metabolism is disrupted. Lack of Vitamines in food reduces a person's ability to work, reduces the body's ability to withstand diseases and adverse environmental influences. Vitamine deficiency is caused not only by a lack of Vitamines in the diet, but also by a violation of their absorption in the intestine, their delivery to the tissues and their conversion into biologically active forms. However, overdose of some Vitamines can also lead to hyperVitamineosis. In recent years, the chemical structure of more than 30 Vitamines has been fully studied, and many have been synthesized.

Initially, the Vitamine was conditionally denoted by the capital letters of the Latin alphabet: A, B, C, D, E, R and others, the only name of international standardization on the chemical structure of the Vitamine was adopted. Vitamines are divided into water-soluble, fat-soluble and Vitamine-like compounds. Fat-soluble Vitamines include A, D, E and K, water-soluble Vitamines include B complex Vitamines and C, PP. In addition to Vitamines, there are proVitamines, which are converted into Vitamines by various changes in the body. ProVitamines include carotene (proVitamine A) and some sterols (ergosterol) that are converted to Vitamine D. A person's daily Vitamine needs depend on the general condition of the body, work style, health or illness. Vitamines A, B, B₂, C, D, PP are especially important for human life.

Main part: *Achillea Millefolium L.* A branch of the higher plant subclass *Magnoliophyta*, a class of magnolias (*Magnolipsida*), a subclass of *Asteridae*, a genus of *Asterales*. The family *Asteraceae Dumort* belongs to the genus *Achillea* [2, 31-32 pp]. Common *Achillea Millefolium L.* is common in temperate regions of the Northern Hemisphere, Asia and Europe and North America, and in the desert and mountainous regions of Uzbekistan. It is a perennial plant 0.2–1 m tall (0.66–3.28 feet) and grows flat. The leaves are evenly distributed along the stem and are double-stalked, 5–20 cm long, almost hairy, and contain kaulin, which is sticky. The flowers are located in a large, compact thyroid inflorescence at the top of the stem, each cluster consisting of 1 or more flower heads. The inflorescence has 20-25 yellowish-white (rarely pink) bright flowers. The fruit is flat, ovoid, gray pistachio.

The chemical composition of ordinary *Achillea Millefolium L.* includes carotene, Vitamines K and C, alkaloids of achilles and betonicin, essential oil up to 0.8%, matricarin isomer, millefin lactone, 0.31% choline, asparagine, resin, astringent, bitter (proxamazulen-axillin) and other

substances. The essential oil contains 1-4% of chamazulene (the main component is formed from proxamazulene during the extraction of essential oil), thyme, camphor, borneol, cariofillen, up to 10% of cineole, formic, acetic and valeric acids [4]. One of the most common Vitamines in plants is Vitamine C.

Function of Vitamine C: Vitamine C - reduces the strength of allergic conditions, strengthens blood vessels, increases the body's resistance, improves the condition of connective tissue. Ascorbic acid (Vitamine C) is important in metabolism, the assimilation of connective tissue, and the maintenance and repair of these tissues. At the same time, it keeps the skin smooth and protects it from rapid aging. In addition, ascorbic acid is involved in blood transfusion and is also involved in the production of certain hormones. Vitamine C has protective properties against viral and bacterial infections. Vitamine C helps in the proper distribution of pigment in the skin. Vitamine C. Ascorbic acid is necessary for the formation of intracellular collagen, has the property of strengthening the structure of teeth, bones and capillary walls. Participates in oxidation-reduction reactions, tyrosine metabolism, conversion of folic acid to folic acid, carbohydrate metabolism, lipid and protein synthesis, iron metabolism, cellular respiration, activates the synthesis of steroid hormones. Reduces the need for Vitamines B₁, B₂, A, E, folic acid, pantothenic acid, increases the body's resistance to infections; improves the absorption of iron, helps it to accumulate in a reduced form. Has antioxidant properties.

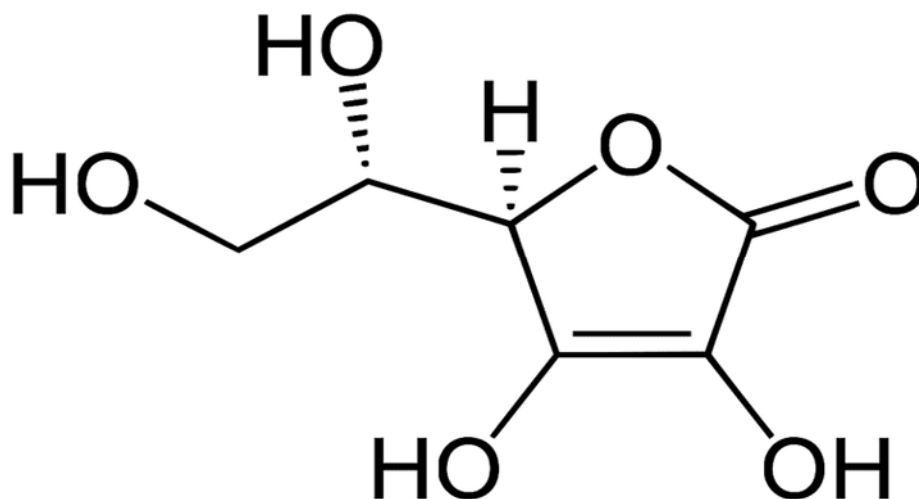


Figure 1. Vitaminee C or L-Ascorbic acid

Vitamine C deficiency can cause discoloration of the skin and fatigue. Lack of Vitamine C in the body leads to a breakdown of the structure of the bones and tissues, as well as leprosy. Ascorbic acid is not formed or accumulated in the body. The daily requirement of a person in this Vitamine is 60-100 mg.

Achillea Millefolium L. also contains Vitamine K. Phylloquinone (Vitamine K) is one of the main factors in blood clotting. When the body is deficient in Vitamine K, bleeding from various organs (nose, gums, gastrointestinal tract) is observed. Phylloquinone is found in lettuce, cabbage, spinach, and the green part of yarrow. Vitamine K is the group name of lipophilic (fat-soluble) and hydrophobic Vitamines required for the synthesis of proteins that maintain a normal level of blood coagulation. It is chemically a derivative of 2-methyle-1,4-naphthoquinone. It

plays an important role in muscle and connective tissue metabolism, as well as in the healthy functioning of the kidneys. In all of these cases, the Vitamine is involved in the absorption of calcium and the interaction of calcium D.

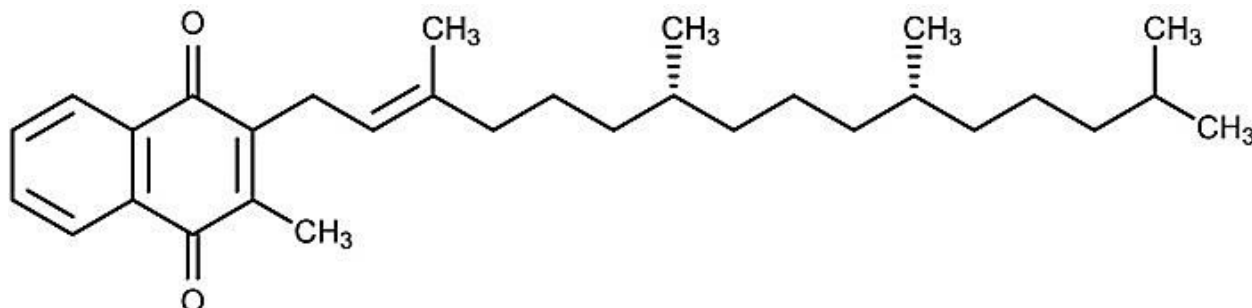


Figure 2. Vitaminee K₁ – Phylloquinone

Vitamines are reduced when fruits, vegetables and medicinal plant products such as yarrow are stored for a long time and cooked improperly. The most volatile of the Vitamines is ascorbic acid, which is broken down by sun, hot and humid air. As a remedy, Achillea Millefolium L. tincture should be soaked in boiling water and the lid should be closed to preserve Vitamines, especially ascorbic acid. Vitamines should be taken only on the advice of a doctor, as they have a strong biological effect.

Along with Vitamines, minerals are also important in plant composition. Their composition is detailed in the table below.

TABLE 1 MINERAL COMPOSITION OF THE PLANT ACHILLEA MILLEFOLIUM L

Name of macro and micro elements		Amount of elements in 100 g of green mass (mg)
Zincum	Zn	3,48
Plumbum	Pb	0,01
Magniyum	Mg	116,00
Natrium	Na	80,09
Ferrum	Fe	8,20
Cuprum	Cu	155,33
Kalium	K	1618,00
Calsiyum	Ca	606,00
Cadmium	Cd	0,01
Niccolum	Ni	1,07

As you can see in the table above, plants are relatively high in potassium, calcium, copper and magnesium. The role of mineral elements in the human body is very diverse. They are components of organs and tissues, part of cell and tissue fluids, as well as enzymes, involved in the molecular mechanism of muscle contraction, the transmission of nerve impulses [3]. Medicinal products of dye products are used in the treatment of diseases of the stomach (gastric ulcer and gastritis and inflammation of the mucous membranes), as an appetite suppressant and

anticoagulant (intestinal, uterine and hemorrhoidal bleeding), as well as in the nose, gums and used to stop it when wounds bleed. Ibn Sina recommended a decoction prepared from the surface of the dye for colds, headaches, uterine ulcers, kidney stones and other diseases. In folk medicine, tinctures or decoctions made from the surface of the plant are used as a hemostatic and appetite suppressant in various hemorrhages (spitting blood, bloody diarrhea, hemorrhoids). These drugs are also used as a headache reliever, diuretic, and in the treatment of pulmonary tuberculosis and gastrointestinal diseases. Vomiting can be caused by eating rosehip powder mixed with honey. In medicine, tinctures and liquid extracts from the surface of the dye plant are used in the treatment of gastrointestinal diseases, as well as as an appetite suppressant and anticoagulant.

In short, the science that studies Vitamines is called Vitamineology. Vitamineology is located at the intersection of biochemistry, food hygiene, pharmacology and some other biomedical sciences, which studies the structure and mechanisms of action of Vitamines, as well as their use for therapeutic and prophylactic purposes.

Today, phytohormones, including biopolymers (proteins and peptides, nucleic acids and nucleotides, lipids, polysaccharides) and bioregulators (enzymes, Vitamines, hormones), as well as biologically active compounds prepared by synthesis, such as drugs, growth agents, herbicides much is being studied. It is important to synthesize them chemically, to determine their structure, to reveal the relationship between the structure and biological properties of these substances, to study the chemical aspects of the biological effects of biopolymers, as well as natural and synthetic bioregulators. If the body lacks any biologically active substances, such as Vitamines, it can lead to various diseases.

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MODERN TENDENCIES IN AMERICAN SHORT STORY GENRE

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ABSTRACT

This article surveys a writing style of modern American writers. It is inevitable that American literature is considered to be one of the most important part of the world literature, it brought many masterpieces by talented and outstanding authors. Each period of it is rich in great writers and their works which reflected the life of the nation of time. Most famous her works collected in Her Body and Other Parties here 8 short stories were collected. The first short story of the collection named as The Husband Stich was named after a surgery process, in which women may be operated for their husband's pleasure after giving birth.

KEYWORDS: *Feminism, Short Stories, Collection, A Science Fiction Work*

INTRODUCTION

Short stories in Modern American literature have an ongoing preoccupation of them. They partly responsible to impress one's life, show how to live in the right way, do the right thing, in smaller and larger contexts. The themes surrounding modern American short stories focus on race, culture and sense of identity. While these three topics can be subjective, some of the principal ideas lie on gender, age, establishing traditional and adaptive culture and racism towards Modern American short-stories. In many Kurt Vonnegut's stories the narrative tone is unemotional and non-judge mental. This is a satirist's strategy for forcing us to respond to what we see because at least on the surface, the author himself isn't taking any stands. Generally, Vonnegut's short stories flow in the direction of fable rather than realistic fiction. His often exaggerated characters and fantastic plots are meant to wake us up by taking us outside our own society, whose faults and attitudes we tend to overlook."¹ Vonnegut (1922 - 2007) sometimes discusses oppression as if he was resigned to it but his ironic tone tells us that he is criticizing its tragic human cost. In the early 1950s Vonnegut began publishing short stories. Many of them were concerned with technology and the future, which led some critics to classify Vonnegut as a science fiction writer, though he resisted the label Kurt Vonnegut in 2005 he published "A Man Without a Country",

“A Memoir of Life in George W. Bush’s America” a collection of essays and speeches inspired in part by contemporary politics.

George Saunders (1958) is an American writer of short stories, essays, novellas, children's books, and novels. Saunders was born in Amarillo, Texas. He grew up in Oak Forest, Illinois near Chicago, attended St. Damian Catholic School and graduated from Oak Forest High School in Oak Forest, Illinois. In 1981, he received a B.S. in geophysical engineering from Colorado School of Mines in Golden, Colorado. Saunders's short fiction often focuses on the absurdity of consumerism, corporate culture, and the role of mass media. While many reviewers mention his writing's satirical tone, his work also raises moral and philosophical questions. The tragicomic element in his writing has earned Saunders comparisons to Kurt Vonnegut, whose work has inspired him.

Carmen Maria Machado she is the daughter of Cuban immigrant. She is a strong defender of women’s rights. She denotes her whole collections of short stories to spread feminism. She names her stories to emphasize women’s suffer. Most famous her works collected in *Her Body and Other Parties* here 8 short stories were collected. The first short story of the collection named as The Husband Stich was named after a surgery process, in which women may be operated for their husband’s pleasure after giving birth.

The eight stories in the book touch on topics including sexual violence, fat bodies, queer history and domestic abuse. They form a profound, sensual, unsettling collection about what it means to be a woman and inhabit a body in this world. She does find specific comparisons with other authors useful (and “flattering”), but doesn’t care for genre discussions: “People spend too much time worrying about the categories and not enough time worrying about the art itself

To overview the article we will see that short stories rather than simple or obvious tales requires intelligence and sensitivity from the reader. So most short stories demand a second reading because the imply symbolism, concrete imagery, themes, purpose, meaning and concentration.

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PROCEDURES FOR MODELING OF TERRITORIAL SECONDARY EDUCATION INSTITUTIONS

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ABSTRACT

A number of changes will take place in the new vocational education institutions as a result of the reform of the content, quantity and quality of education, educational programs and technologies. The implementation of these tasks will ensure a positive solution to the issues of economic development, poverty reduction, a decent place for young people and women, and, consequently, the welfare of our people, said the Deputy of Minister of Higher and Secondary Special Education Murodullo Kholmukhamedov.

KEYWORDS: *consequently, Implementation, Emphasizes*

We will definitely build a new Uzbekistan together with the youth!

Shavkat Mirziyoyev

INTRODUCTION

The Decree of the President of the Republic of Uzbekistan "On approval of the Strategy of innovative development of the Republic of Uzbekistan for 2019-2021" emphasizes "The rapid development of all spheres of society and state life requires the implementation of reforms based on modern innovative ideas, developments and technologies that will ensure the rapid and high-quality progress of our country on the path to becoming a leader of world civilization"

On this basis, against the background of large-scale reforms in the country, the economy of Uzbekistan has grown significantly; there have been significant structural changes in terms of scale and quality.

Modern innovative technologies are rapidly entering all sectors of the economy. Intensive technologies are being introduced in industry, agriculture, transport and services, providing high value, high productivity, productivity and economy, and a wide range of modern innovations in manufacturing. These processes attract billions of dollars of foreign investment and create thousands of new technological jobs.

In 2019 alone, a total of 220.7 trillion soums of investments were disbursed from all sources of financing, of which the volume of investments in fixed assets amounted to 189.9 trillion soums, which is 1.3 times more than in 2018. These projects highlight the need for a new generation of highly qualified professionals in the near future. At the same time, the requirements of the international labor market, the acceleration of integration processes, digitalization, the training of competitive mid-level professionals with modern skills and abilities in the era of technological revolutions in industry, a new system in vocational education - required a professional education system in line with international standards.

As a result, public policy in the field of vocational education has changed radically.

The President set the goals and priorities of radical reforms in the field and the establishment of a modern system of vocational education, in short, a **new mission** of the industry.

The essence of this mission is to develop human resources in a new quality and format, to form in young people the practical skills required by the domestic and foreign labor market, to increase their love for the Motherland and loyalty to the people.

Thus, the system has the following tasks:

- Training of mid-level personnel who can make a worthy contribution to economic development by regions and industries;
- Training of young people to ensure their well-being through skilled labor;
- Development of a methodology for the formation of competencies such as innovative and creative approach to their work, the development of creativity, intellectual, cultural and spiritual potential.

In turn, all the legal and regulatory framework of the new system has been created. In particular, the government recently issued a resolution "On approval of regulations governing the system of continuing primary, secondary and specialized vocational education in the Republic of Uzbekistan."

Regulation on Continuous Primary, Secondary and Secondary Special Vocational Education by Decree, Model Charter of Vocational Schools for Personnel Training in Primary Vocational Education, Secondary Vocational Education The standard charter of colleges that train personnel at the stage of secondary special vocational education and the standard charter of colleges that train personnel at the stage of secondary special vocational education were approved.

Based on these documents, 3 types of educational institutions will be established, the educational process of which will be organized on the basis of educational programs in line with international standards.

The best practices of developed countries were studied in cooperation with 14 international organizations to ensure that the new system fully complies with international standards.

As a result of the reform of the content, quantity and quality of education, educational programs, technologies in the new vocational education institutions, the following structural changes have taken place:

First, in the 2020/2021 academic year, the vocational education system will have a total of 725 educational institutions across the country, including **339 vocational schools, 200 colleges and 186 technical schools.**

Category 1 - Vocational schools provide primary vocational education to 9th grade graduates on the basis of a 2-year curriculum that complies with Level 3 of the International Standard Classification of Education.

Vocational schools prioritize training in more than 200 occupations that play an important role in our economy, such as family business, gardening, construction, services, animal husbandry, poultry, beekeeping, and fishing.

Last, a national qualification system has been developed to adapt staff qualifications to the requirements of the international labor market. For the first time in Uzbekistan, the National Qualifications Framework, sectoral qualification frameworks, professional standards for professions and specialties, as well as differentiated educational standards and programs are being approved and implemented.

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MODERN TENDENCIES OF FULL LIFE LEARNING AND "INTELLECTUAL COMPETENCE"

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ABSTRACT

This article emphasizes the need for the formation of intellectual competence of students in lifelong education, lifelong learning, the essence of the content of intellectual competence, the need for the conscious acquisition of skills to find content as a competitive specialist at different stages of life. The formation of special competencies in the learning process is the orientation of an individual to a particular field, and special competencies are formed by the student in the process of performing a certain system of actions and activities. Building a business strategy, developing intellectual competence to move to a higher level, and consciously acquiring the skills to find content as a competitive professional at different stages of life.

KEYWORDS: *Intelligence, Intellectual Competence, Professional Competence, Innovation, Creativity, Motivation, Method.*

INTRODUCTION

Modern trends in lifelong learning include mastering the technology of information retrieval, processing and presentation, methods of self-study, identification and successful identification of one's strengths, as well as the application of previously acquired knowledge in new contexts, self-regulation, and success. Building a business strategy, developing intellectual competence to move to a higher level, and consciously acquiring the skills to find content as a competitive professional at different stages of life. In this situation, the problem of developing the intellectual competencies of future professionals is urgent.

In pedagogy, the word "competence" refers to a person's ability to stand out from the crowd, his or her knowledge and experience, and his or her ability to do research.

“Special competencies” are defined as the ability of a person to apply the acquired skills and abilities in the course of professional activity, as well as to use generalized methods of performing actions [1].

The basis for the formation of competencies in education covers the entire education system and unites them according to their goals. It summarizes the essence and content of all disciplines in the field of education. According to the task, the formation of competencies in the educational process involves students in complex activities.

A competent student achieves positive results in the socio-economic sphere and in relationships with others. This means that, by their very nature, students with multifaceted special competencies are individuals with a wide range of knowledge and skills.

The formation of special competencies in the learning process is the orientation of an individual to a particular field, and special competencies are formed by the student in the process of performing a certain system of actions and activities. In this case, according to the essence of the model of education chosen for the student, it becomes "living" knowledge. After all, all participants in the educational process work for these purposes.

Thus, the concepts of "competence", "competence" reflect the knowledge, skills, abilities and personality-oriented qualities of a person, reflecting his abilities, perseverance, perceptiveness, perseverance, thinking, independence, aspiration. and reflects its activities on a particular subject.

The highest point of competence is that the learner has general competence. This, of course, is a combination of a number of specific competencies.

Mathematical competence - working with numbers, using digital information (good mastery of mathematical sciences); communicative competence (which, of course, is related to speech and language) - good communication with people, clear speech, free expression of ideas; information competence - good knowledge of information technology, access to all information; social communicative competence - the ability to live and work with people, to work with relatives and in a team; economic competence - the ability to work, earn money, produce their own products, make decisions and understand that they are responsible for them; moral competence - readiness for traditional and moral rules, customs and living on the basis of these values; innovative competence - the ability to correctly accept innovations, to have new ideas and thoughts; intellectual competence - correct reception and analysis of information, logical thinking, rapid and high-quality acquisition of knowledge;

Vocational competence is a level that reflects mainly professional, career-oriented education. It generalizes a person's individual abilities and experience and mobilizes them for continuous learning, self-improvement, professional development, and a creative and responsible approach to work.

In general, intellectual competencies, in turn, correspond to the goals and objectives of education, such as the personal development of students and the provision of comprehensive knowledge to them. Thus, the requirements for graduates are strengthened by competence [2].

Intellect (lat. Intellects - to know, understand, comprehend) - a person's mental ability; the ability to accurately reflect and change life and the environment in the mind, to think, to study, to know

the world, and to accept social experience; ability to solve various problems, make decisions, act rationally, and anticipate events [3].

The intellect includes perception, memory, thinking, speaking, and other mental processes. The development of the intellect depends on social factors such as innate talent, brain capacity, vigor, and life experience.

Modern society needs an independent, critical thinker who knows how to see, think and solve problems creatively. " A creative person with a highly developed intellect is less prone to external manipulation, and in many cases does not fit into the role of an obedient performer. The work of the intellect is a guarantee of a person's personal freedom and self-sufficiency [4].

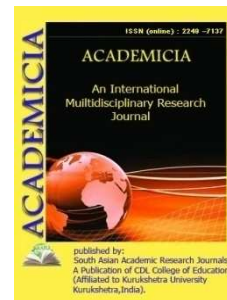
Intellectual potential is characterized by:

- ❖ Types of thinking (creative, theoretical and practical knowledge and etc.);
- ❖ thinking method (figurative and visual thinking, reasoning);
- ❖ Intellectual qualities (intelligence, flexibility, critical thinking, ability to move mentally and etc.);
- ❖ Cognitive processes (attention, imagination, memory, perception), thinking processes (analysis, synthesis, systematization, formalization, definition, interpretation and etc.), cognitive skills (ability to ask a problem, analyze it to form a problem, hypothesize, justify it) , draw conclusions, apply knowledge and etc.);
- ❖ Knowledge acquisition skills (basic knowledge separation, planning, goal setting, ability to read and write at the same time, key notes (notes) and etc .;
- ❖ Non-scientific knowledge and skills (ideas about morality and universal values, views on life and etc.).

In conclusion, intellectual competence is a metaphysical ability to pose and effectively solve problems of varying complexity in lifelong learning, and to be ready to mobilize one's intellectual competencies and personal qualities to solve professional problems based on the actualization of individual experience.

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ACCENT CHARACTERISTIC OF THE TURKIC VOCABULARY (KARAKALPAKISMS)

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ABSTRACT

The article considers that most of the Karakalpakisms undergo accent logical changes, and the main part has an emphasis on the last syllable, as for the variance of stress, they are quantitatively reduced, i.e. there is a loss of variants and the stabilization of the form of the borrowed lexeme in its original form, and when changed, it transfers it from the stem to the ending. The stress in Russian is free and varied, therefore it can fall on any syllable and the long pronunciation of vowels is due to stress, in the Karakalpak language the stress usually falls on the last syllable of a word.

KEYWORDS: Turkisms, Stress, Accent Adaptation, Language Contacts

INTRODUCTION

The modern Russian literary language from the point of view of the literary norm in the primordial Russian and in borrowed words allows for the presence of accent logical variants, which depend on a number of factors, i.e. on the degree of familiarity with a given word or repeated borrowing of the same word in different historical epochs, as well as on the degree of mastery of the word.

Accent fluctuations according to T.M. Nikolaev are caused by the collision of two types of prosodic models, i.e. "For a Slavic word, a strong point of intensity is the beginning of a word, and a strong point in terms of duration is its end, and in Türkic languages characterized by the final stress of lexemes, the intensity increases towards the end of the word, and the duration, on the contrary, fixes its beginning" [3: 388] –

I.G. Dobrodromov also wrote about the role of prosodic longitude in borrowing Türkisms, who noted that “the stress fluctuations are analogous to stress fluctuations in the East Slavic ataman, where the stress was extended from the final syllable to a long vowel ...” or “it is quite possible that the stress chákan is associated with the longitude of the first syllable in the Bulgarian source ...”[N: 13-14]

However, as N.S. Trubetskoy notes, the position of stress does not play any role in the implementation of the qualitative characteristics of the Türkic vowels, but it plays an important role for the spelling, since the Türkisms differ from the Russian word in the quantitative and qualitative predominance of vowels, the difference of which is associated with harmonism and in this connection is most clearly manifested in the first syllables of the word, and in Russian words in the first and second pre-stressed syllables, neutralization of vowels is observed, due to qualitative and quantitative reduction (the phenomenon of *acan*, *yak*, *hic*).

After analyzing the accentological features of the Türkisms in the Russian language, N.K. Dmitriev noted the cases of the stress transfer to the ending in the indirect cases of masculine nouns, the connection with the chronology of word borrowing. A similar change in accentuation is noted in the early Türkisms, which underwent morphological adaptation and acquired the Russian accent paradigm by analogy [NK Dmitriev 1961 p.96-101].Wed: Cossack -KazakiIm.p., singular h, Cossack —R.p., Singular later Cossacks, Cossacks. Bogoroditsky in this regard wrote that in the masculine words in Im.p., singular ch. it falls on the final syllable, and in indirect cases it goes to the ending, except for words with the suffix -an-, where it remains on the suffixed syllable, for example: *башлык* - *башлыка́*, but *аркан*- *аркана́* [Bogoroditsky V.A. 1935, p. 352].

The stress of the first debt depends on the stress in the source language, therefore, we will focus on the accent features of the Karakalpak language. A striking feature of the Karakalpakisms, as we noted above, is the singharmonicity, which consists in the fact that in a word behind the root vowel there can be vowels of only one row: for example, *баслык*, *арқан*, *ғобыз*, *алтын*, *порсык*; *шекпен*, *шелек*, *кесек*, *сулгие* t.c.

Therefore, there is a significant difference in accentuation between Russian and Karakalpak. The stress in Russian is free and varied, therefore it can fall on any syllable and the long pronunciation of vowels is due to stress, in the Karakalpak language the stress usually falls on the last syllable of a word. As a result, the Karakalpak unstressed long vowel sounds short in Russian and the stressed short vowel sounds long.

The phonetic nature of the stress of the Karakalpakisms consists of quantitative, power, tonal and qualitative components. Stress in Karakalpakisms, in contrast to Russian, where the quantitative factor is of paramount importance in emphasizing stress, the vowel sound of the stressed word differs from the vowel of unstressed syllables in a large pitch.

However, in living speech, to highlight words that carry emotional signs, the transfer of stress from the end of a word to the first syllables of a word is often used. “These words can be adjectives, numbers, adverbs, interjections, onomatopoeic words and some forms of the verb, for example: *жаксы* – *жаксы*, *күшли*- *күшли*, *таза* – *таза*, *тезирек* –*тезирек*, *болды* – *болды*, *тоқтат* – *тоқтат*» [Berdimuratov E., Bekimbetov P., Umarov A., 1983, p. 152]. In this case, the stress of the first syllable increases greatly.

In the Karakalpak language, this phenomenon is a sign of the independence of the word, serving as an indicator of the word boundary in a sentence. Therefore, it serves as a means of semantic differentiation of homonymous words and grammatical forms, for example: менде (I have) – мѐнде (I, too), о́тыр (is sitting) – о́тыр (is sitting), қойшы (enough is enough) – қойшы́ (shepherd), жууынды́ (washed) – жууынды́ (rubbish), сүзбе́ (drink) сүзбе́ (act).

In the Karakalpak language, the place of stress is stable. By adding auxiliary morphemes - affixes to the base of the word, the stress moves further as the last syllable of the word: For example: -whisper (shabdal) - with a whisper, daddy - with a hat, etc.

In Karakalpakisms, sometimes the stress can be on the first syllable and in other preceding syllables:

1. In some interrogative and relative pronouns: қанша, қанттай, қәнеетс
2. in the imperative forms of the verb: кѐтсин, бар, кел, о́тырыңс.
3. In auxiliary modal words: лѐкин, әлбѐтте, хә́ттеетс
4. In some adverbs: хә́зир, соңыра́қ, ерте́ң.

The stress in the second syllable from the end is found in the following words: valeikum, gulyabi, dekhkanin, djidovy. dzhugarovy, eginserik, plane tree, aulchan, auylyny, skullcap, karakul.

Accents in the third syllable were observed in the following words: jingil, karakul, turangil. Nouns with a specific objective meaning in the formation of a plural in oral speech pulls the stress from the final to the base with the opposition of the singular and plural; Horde-hordes, sausage-sausages, rasp-sofas, etc.

However, in the Karakalpak speech, not all words in a phrase are emphasized. Unlike Russian, where almost every full-valued word can have an independent stress, in the Karakalpak language, words in a phrase are combined into accentual associations with one stress on a semantically significant word. Such accentual associations can be combinations of significant and service words, analytical forms of verbs, a combination of a definition with a definable, etc.

A word marked with logical stress usually comes before the predicate: Ертеңбизлерқарақалпақтилинненимтихантапсирамыз – Tomorrow we will pass an exam in the Karakalpak language. And in Russian, the logical stress in this sentence falls on the word after the predicate.

With regard to accent variants, it can be argued that only the largest part of the Karakalpakisms undergoes accentological changes, and the main part has an emphasis on the last syllable, as for the variance of stress, they decrease quantitatively, i.e. there is a loss of variants and the stabilization of the form of the borrowed lexeme in its original form, and when changed, it transfers it from the stem to the ending. Ishak - ishaka, shepherd - shepherd or vice versa in the formation of derivatives: kunak - kunachy - kunatskaya - kunache.

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