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DIGITAL ACCESS AND SERVICES FOR LIBRARY MANAGEMENT

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ABSTRACT

Today, we live in an era of instantaneous worldwide communication. ' Everyone is well-versed in the lightning-fast pace of technological change. There has been a proliferation of new methods for capturing and transferring text, voice, and visual pictures. We now have unprecedented capacity for archiving and retrieving information, thanks to advances in digital technology. As a result of the advancement of this technology, individuals from all over the globe will be able to communicate with one other, build cultural industries, and profit from the effort of others. It's safe to say that electronic resources are likely to be an important part of any library's collection in the near future. The Internet Archive or Digital Library. With this shift in the sphere of information storage and transmission, digital library services have emerged as a new option for patrons. Encyclopaedias and other reference works are increasingly being made available online in electronic format. Chemical Abstracts Service; Index Medicus; and Engineering Index are just a few examples of abstracting and indexing services that are available online.

KEYWORDS: *Digital Services for Libraries, Library Management, Digital Access of Libraries*

INTRODUCTION

Currently, the majority of digital libraries are focused on giving access to a wide range of digital material. In addition, it opens up new avenues for the advancement of library and information science theory and practise to a wider range of consumers. Information gateways have been considered to be successful because of their ability to pick high-quality, relevant material. Selection criteria, technical and policy concerns, administration, suggested standards and conventions, metadata development, and availability of browsing and searching are all included in this document [1] .It not uncommon to see libraries establish freely available online exhibits, searchable databases of collection objects, and even user-generated digital material.

Collection administration, preservation efforts, exhibition planning, and record keeping for incoming and departing loans are just a few of the tasks made easier by digital technology. Conventional Library Services Made Easier by the Use of Information Technology (ICT). Most libraries now offer online public access catalogues (OPACs) to help people discover their resources. Members of the library may use an OPAC to search the catalogue database and find out whether the library has a certain work on a specific topic and where it is located [2].

International Compliance and Standards

One of the most essential features of the Library's catalogue is the ability to search it for specific items. In the past its worth was limited by its physical form, which was usually a big card catalogue or a series of printed books. OPAC has now brought the library to the client, wherever he or she may be, thanks to computers' capacity to handle enormous volumes of information and output in a number of forms. Using a computer terminal, OPAC enables access to the library catalogue. It is possible to search the full catalogue using one or more search parameters using OPAC [3], which is very handy and fast. For example, you may do a search based on the author, title, keywords, class number, or any combination of these.

Even the present state of a book may be seen in the OPAC, such as whether it has been checked out, is on the shelf, or is laying somewhere else. AACR2, MARC, and a slew of other catalogue records types may be presented in OPAC, and the records can be sorted in whatever order you choose. Displaying entries ordered by author, title, or call number, for example, is an option. In most library management systems, bibliographies from the OPAC may be printed out or saved to a file, depending on the library's needs. Search software, such as those found in library management systems like LibSys, EasyLib, SOUL, and Sanjay, should be installed on an OPAC terminal. Using OPAC from outside the library using a computer linked to the library's Local Area Network is another convenience (LAN). It is also feasible to enable access from anywhere in the world over the Internet using contemporary library systems that provide an interface to OPAC. It is Web OPAC, or Internet-enabled OPAC, that is available. Internet Explorer and Netscape Navigator are the two most widely used browsers for accessing the Web OPAC. Along with the ability to browse the OPAC, several libraries also provide their distant customers the ability to utilise online services such as book reservations and requests for postal lending requests as well as loan renewals [4].

Lankes describes digital reference as an Internet-based question and answer service that connects customers with experts in a certain topic or skill area. Reference services in an online/networked environment refer to a network of experts, intermediaries, and resources at the disposal of a user looking for answers. Interactive technologies like chat rooms and virtual reference desks, as well as asynchronous tools like e-mail, topic gateways and FAQs have supplanted traditional methods of post, phone or in-person reference inquiries. In order to ask a librarian a question, a user may click on the ask-a-librarian link. A topic expert, a citation to more resources, or a response are all options for the reference librarian. A reference interview may now be conducted online using interactive technologies.

Digital Access and Services

One of the most significant components of LIS work, especially in research and academic libraries, is the compilation of bibliographies, reading lists, and current reports. Manual indexing and abstract searching is a time-consuming and laborious process that may not necessarily provide the most current results. It is handy, efficient, and cost-effective to have databases available on CD-ROM or online services. Additionally, electronic databases provide unique search options such as searching on numerous parameters (keyword, topic, author, source, categorization code, year of publication, Language, etc.), and various display formats and styles. Many databases also provide more advanced functions, such as natural language querying and rating the results of a search. Using web-based services, you may do full-text searches and get direct access to full-text content. Database firms like as Dialog, STN, and Silver Platter provide CD-ROM and internet access to bibliographic and reference databases.

Information, education, and pleasure may all be gained via using audio-visual resources. Large academic and public libraries, especially media libraries, have a wide variety of audio-visual materials, including music and movies. Audio and video tapes have long supplanted LPs and tape slides. They offer a greater storage capacity and random access than audio and video tapes and cassettes, as well as a longer lifespan. These may be borrowed by library members in many cases [5]. It is now possible to view and listen to multimedia files on conventional PCs, whether they are connected to a local network or not.

It is now feasible to store vast amounts of multimedia documents on a hard drive and distribute them through the Internet thanks to advances in storage media, compression and encryption technologies. These documents may now be viewed or played in a browser using free software such as Quick Time Player or Microsoft Media Player. More information about digital multimedia document formats and technology, software, and document formats will be covered later in this course.

New library services based on ICT: Information and communication technologies (ICT) have fundamentally altered how libraries and information centres acquire, process, store, retrieve, and communicate information. The Internet, in particular, has revolutionised the way information is collected and communicated. It has become the most effective medium for the storing, retrieval, and transmission of information. Every university and research institution must have Internet connectivity because of the rapid expansion of information and the ease with which it can be accessed.

The Internet's fastest-growing component is the World Wide Web (www), thanks to its support for multimedia and advanced programming languages. In today's rapidly changing technical and informational landscape, it is imperative that users have both fundamental and sophisticated information-gathering abilities. Libraries, community resources, special interest groups, media, and, above all, the Internet and the WWW are all places where people can get information these days, and an increasing amount of it is available in unfiltered formats, raising concerns about the validity, authenticity, and dependability of that information. Individuals have additional obstacles in analysing and comprehending information since it is accessible in a variety of formats, including visual, auditory, and written. There is a new manner of demonstrating services as a consequence of using new technology. In order to provide access to web-enabled services, libraries build websites [6]. Library website users may take use of a wide range of services. As simple as a library web page listing services with some links to the catalogue or subscribed resources, or as complex as interactive help features and value added services like subject gateways, ejournal service, ebooks and frequently asked questions and information about the library such as hours, calendar, rules etc. New and creative services are being offered by libraries that are taking use of the power of the Internet and computer resources. Due to the widespread availability of the internet, web-based services have become more popular. A web-enabled environment allows the new LIS services to be divided into the following three categories:

The LIS Services provide users access to the following resources:

- Key service that relies on the Internet

- Online resources;
- Digital copies of local or internal information sources.

Internet and Digital Access

The Internet is the world's greatest collection of knowledge as well as a digital communication platform. Many books and magazines are now being published solely over the internet, making the internet the publishing agency of today. However, a nation like India's underdeveloped Internet infrastructure is a severe obstacle to the expansion of ICT-enabled services. Internet access is still restricted to a small percentage of the population. As a result, public libraries provide free internet access and e-mail. Users might be granted time periods to utilise the Internet facility based on the availability. The library usually has a few Internet-enabled terminals that may be used by the public to access the Internet.

Web-Based Resources

Online libraries currently provide a variety of library items in electronic or digital form such as journal articles and books; patents; newspapers; standards; images; motion pictures; and music. There are several benefits to digital resources from the user's perspective, such as the ability to search directly on text (rather than catalogue entries), the ability to connect to further reading material and exchange knowledge, as well as time and location ease. It is the library's perspective that digital format provides advantages such as ease of storage and maintenance and cost advantages, as well as the potential to reach a worldwide audience, among other advantages. There are a number of issues with digital resources, such as a lack of internet connection, a lack of skills to utilise the digital resources, and a shift in people's perceptions due to their right to use rather than their ownership [7].

It's an online journal if it's published in digital format and delivered through the Internet. Peer-reviewed material is optional in online journals, which are basically serial publications that make their final outputs accessible in digital format. The majority of online journals are disseminated over the Internet. More than one person may utilise it at the same time. It's convenient, and you can go to it right away. Online journals provide for a variety of search options and reduce the need for physical storage space. Libraries are looking for ways to deal with the ever-increasing costs of journals, the need for more space, and a decrease in utilisation as the journals become older. In spite of this, libraries are obligated to save bound back issues of the publications they have. With the aid of an electronic journal, libraries may solve these issues to an enormous amount without having to dramatically alter the quality of their services. Anyone with an Internet connection may access e-journals [8].

In certain cases, many users may access the service at the same time, either from a single web-enabled PC or via a proxy server on the same network (IP addresses based access). The ability to browse and download papers in their entirety is another perk of using electronic journals. Many electronic journal publishers provide their publications to libraries in consortia at significantly reduced fees. INDEST (Indian Digital Library of Engineering, Science, and Technology) and INFLIBNET's INFONET are two examples of such consortia functioning in the country of India, respectively. Electronic journal articles may also be accessed via aggregator services, such as Emerald, OCLC, and J-Gate, which provide searchable databases of the contents of e-journals from several publishers and connections to the journal's site for full-text. There is a major drawback to electronic journals, which are not physically accessible to libraries.

It has been said that an electronic book is a kind of printed book that can be read in digital form on a computer screen. A specialised E-book reader such as Gem Star eBook may be used to read e-books, or they can be viewed on a computer screen after downloading them. Newer technologies are also being developed, such as electronic paper, which is similar to paper but allows for text to be updated, and MP3-formatted talking books. Portableness, 24-hour access, search and annotated text, and multimedia and self-publishing options are only some of the benefits of an e-book. Before eBooks can be adopted on a broad basis on compatibility, e-book readers, availability and intellectual property rights difficulties must be solved.

There are a growing number of libraries that give its users with online access to university theses and dissertations, which are vital sources of information and knowledge for future study. Universities all across the world have begun digitising their vast collections of theses and dissertations and making them freely accessible through the Internet. Electronic Theses and Dissertations (ETD) programmes have also been adopted by a number of colleges. The Networked Digital Library of Dissertations and Theses (NDLTD) is an example of an effort to create a web-based union catalogue for ETDs submitted to more than 100 libraries throughout the globe.

An "internet gateway" is a facility that facilitates the use of network resources in a certain subject area. Through a web-based interface, gateways offer a basic search capability and a much-enhanced service by providing a resource database and indexes. Hand cataloguing is used to organise the data supplied by gateways. A broad variety of topics are addressed by gateways. Reference librarians' intellectual pursuits have long included the creation of topic guides and pathfinders. Topic librarians or subject specialists often work together to create these guides, which are then assembled after a thorough review of the available materials. A common activity of browsing the Internet may be a waste of bandwidth and time, yet it is a popular leisure. The usage of subject-based Services Internet gateways and directories is an excellent approach to find high-quality resources in a certain field. As a result, a topic gateway is a tool that makes it simpler to go to web-based resources within a certain subject area. Basically, they are dynamic catalogues of mostly online materials, although some libraries also include print resources in their catalogues. Subject portals are often accessed through a library's website and are intended to make it easier for patrons to find high-quality online resources quickly and easily. To make it easier for users to find relevant material, a topic portal may include links to the websites of the resources, as well as information on what the resources are about and how they can be accessed [9]. Advanced topic gateways include a searchable catalogue or even full-text search of the listed resources.

There are a number of ways in which libraries have historically served as archives of local knowledge as well as cultural artefacts. An important element of LIS is managing records, especially in commercial or research institutions. In other instances, such as university libraries, the intellectual power of the institution is represented through materials produced in-house, such as dissertations and theses, research reports, etc. Libraries are creating digital archives of these materials and making them available through the Internet or Intranet. Additionally, large public and university libraries provide up-to-date local information through the Internet. Electronic document sharing paves the way for the emergence of digital libraries. The fundamental advantage of a digital library is that it can give many users with simultaneous access to high-demand or restricted content 24 hours a day, seven days a week, from a distance. In-house system development utilising open archives software or "off-the-the-shelf" digital library solutions [10], document management products or library management products, may be used to set up a digital library.

In recent years, institutional repositories have become more popular as a means of disseminating and publicising the results of cyber infrastructure research. Managing and distributing electronic resources generated by university members is a helpful academic tool for enhancing both institutional and worldwide access to these materials. Digital content developed by the university and its community may be managed and disseminated via an institutional repository housed inside a university." (Wikipedia) Essentially, it is an organization's commitment to the long-term preservation of these digital data, as well as the arrangement and dissemination of these information.

CONCLUSION

Digital repositories, especially those that house locally generated digital material such as new digital objects or digitised copies of locally owned works, are benefiting from libraries' broad contributions. Some libraries are running their own repositories on their own, but in most cases, they collaborate closely with other stakeholders at their institutions to create and implement repository services in a collaborative manner.Authors, contributors, and consumers of university-generated material may all benefit from repository services. The librarian's role in the Digital Knowledge Centre's Institutional Repository is critical. Archiving articles, papers, theses and other documents in digital form is a benefit. The IR system is open to contributions from both teachers and students. Institutions will find this service very useful in their research endeavours.Both traditional and non-traditional libraries have played a vital role in delivering the necessary library services to its customers. It is essential that these services remain unrestricted, since service is the primary aim and goal of any library. Copyright in libraries has necessitated a closer look at how it affects the delivery of public services in these institutions.

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CLASSIFICATION AND FUNCTIONS OF PROVERBS

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ABSTRACT

The research studies the humanistic and specific proverbs in English, Russian, and analyzes the structure of semantic and linguistic cultural aspects of these proverbs and analyzes their similarities and differences. Universal proverbs - on comparing proverbs of culturally unrelated parts of the world, one finds several ones having not only the same basic idea but the form of expression, i.e. the wording is also identical or very similar. While investigating on the given qualification theme we have analyzed proverbs on the semantic point of view.

KEYWORDS: *Specific Proverbs, Semantic, Linguistic, Cultural Proverbs.*

INTRODUCTION

Different categorizations of proverbs have been proposed by different scholars. For the purpose of the present article two main categorizations will be presented. The first categorizations is one outlined by Norrick, who analyzed a sample of the proverbs from the oxford dictionary of English Proverbs. He developed a more empirically oriented and less grandiose schematization that categorizes proverbs according to the type of figuration they use. He distinguished five types of figurative proverbs: synecdoche, metaphoric, metonymic, hyperbolic and paradoxical. It must be mentioned that in Norrick's words figurative proverbs have figurative meanings that differ from their literal meaning. These types will be explored on briefly:

Discussion and result. ***Synecdoche Proverbs*****.** The proverbs in which the literal reading and standard proverbial interpretation or SPI " stand in a relation of macrocosm to microcosm". These includes examples such as the early bird catches the worm, make hay while the sun shines, and Fair words break no bones. In these proverbs, the literal meaning is quite different from the figurative meaning.

"Единственное число вместо множественного: **Всё спит — и человек, и зверь, и птица"** (Gogol).

A synecdoche may use part of something to represent the whole. It's actually very common in the English language for part of something to reference the whole.

- The phrase "hired hands" can be used to refer to workers. (The farmer needed to bring on some hired hands.)

- The word "head" can refer to counting cattle or people. (What's the headcount for next week's party?)
- The word "bread" can be used to represent food. (I'm looking forward to breaking bread with you.)
- The word "wheels" refers to a vehicle. (Let's take my new wheels out for a spin.)
- The word "boots" refers to soldiers. (We need to get boots on the ground to help with the recovery effort.)
- The word "bubbly" refers to champagne, though bubbles are only one aspect of the beverage. (Pour me a glass of bubbly).

Metaphoric Proverbs. In metaphoric proverbs, a nominal becomes metaphoric due to its interaction with another proverb constituent, or the nominal symbolize some characteristic attribute. An example of the first is, Favor will as surely perish as life and of the second, Fair play is a jewel.

"Поговорка - цветок, пословица - ягодка.

"A saying is a flower, a proverb is a berry."

Thus a *saying* may be any widely used metaphor, simile or the like which aptly describes a specific occurrence or concept and which is admired for its charm, while a *proverb* is something that can, as it were, be eaten and digested"

-Peter Mertvago

- Труд челове́ка ко́рмит, а лень — по́ртит.
  - Translation: A job feeds a man, laziness spoils him.
- Ты бли́же к де́лу, а он про козу́ бе́лу.
  - Translation: You get on with business, though he [keeps telling you] about a white goat.
  - Meaning: Stop beating around the bush.

Мужик глуп, как свинья, а хитёр, как чёрт.

Metonymic Proverbs. This type of proverb is based on association between something literally named and the thing intended. One example of a metonymic proverb is "who has a fair wife needs more than two eyes" in which the eye stands metonymically for the "sight".

The author refers to an object or concept not by its own name, but by something associated with that thing or concept. For example: **Я три *тарелки* съел** – here, food is implied, although the author never actually says "three plates *of food*."

Hyperbolic Proverbs. According to Norrick "hyperbole has traditionally been considered a rhetorical figure along with, if not quite of the same importance of synecdoche, metaphor and metonymy". In fact hyperbole counts as amplification. Amplification says more than necessary. For example the proverb "faint heart never won fair lady" is a hyperbolic proverb due to the existence of never in it.

Я говорил это тысячу раз or, looking at a large meal, saying that **“нам еды на полгода хватит”**. “We have enough food for half a year”

E. Paradoxical Proverbs

Proverbs in which there is a contradiction or whose interpretation entails a logical contradiction are considered as paradoxical proverbs. In fact paradoxical proverbs have a “second interpretation”. An example of paradoxical proverb is “fair is not fair, but that which please”. The first clause of this proverb asserts a clear logical contradiction. The proverb “a man’s house is heaven and hell as well” is a paradoxical proverb as well. [21]

There are also several types of proverbs describe below:

Universal proverbs - on comparing proverbs of culturally unrelated parts of the world, one finds several ones having not only the same basic idea but the form of expression, i.e. the wording is also identical or very similar. These are mainly simple expression of simple observations became proverbs in every language.

Regional proverbs – in culturally related regions – on the pattern of loan-words – many loan-proverbs appear besides the indigenous ones. A considerable part ot them can be traced back to the classical literature of the region’s past, in Europe the Greco-Roman classics, and in the Far East to the Sanskrit and Korean classics.

Local Proverbs – in a cultural region often internal differences appear, the classics (e.g. the Bible or the Confucian Analects) are not equally regarded as a source of proverbs in every language. Geographical vicinity gives also rise to another set of common local proverbs. These considerations are illustrated in several European and Far-Eastern languages, as English and Korean.

Proverbs were always the most vivacious and at the same time the most stable part of the national languages, suitable competing with the sayings and aphorisms of outstanding thinkers. In the proverbs and sayings picturesqueness of national thinking was more vivid expressed as well as their features of national character.

The proverbs and sayings the paper of folklore which is short but deep in the meaning. They express the outlook of the amount of people by their social and ideal functions. Proverbs and sayings include themselves the some certain features of historical development and the culture of people.

The semantic sphere of proverb is very wide and cannot limit them. The proverbs describe the every branch of people’s life. The fact is that proverbs and sayings are similar in meaning in spite of their diversity in form and language. While investigating on the given qualification theme we have analyzed proverbs on the semantic point of view. We have come across on the following noticeable themes, such as Motherland, Time, Knowledge, Beauty, Health, Work and a lot other different subjects. We have classified some example on the given topics:

Alliteration is repeating the same or similar sounds, usually at the beginning or in the middle of multiple words. Alliteration is used largely in poetry, **proverbs, sayings and tongue-twisters**.

For example:

Выходила к ним горилла,

Им горилла говорила

Говорила им горилла,

Приговаривала.

(A gorilla went to them, The gorilla told them, The gorilla told them, Repeated.) – K. Chukovsky, Barmalei

Functions of proverbs. All or virtually all cultures possess a repertoire of formulations and use them mainly as rhetorically effective means of transmitting accumulated knowledge and experience. Proverbs are speech entities that can be used in every aspect of discussions such as poetry, wise saying, and contemplative argument as well as daily lives of all cultures to address situations or just in leisurely discourse. Mieder mentions that "proverbs are found in many parts of the world, but some areas seem to have richer stores of proverbs than others (such as West Africa), while others have hardly any (North and South America). As far as the functions of proverbs are concerned, Honeck has proposed the following functions for the proverbs:

A. Literary Function

Proverbs are used in prose, poetry and song. The reasons vary with the genre. Poetry and song tend to follow certain rhythmic structures, so the poetic and balanced syntactic structure of some proverbs can be appealing. In addition, they pack a great deal of information into a short statement and poets and song writer often have verbal economy as a goal. For writers of prose and some poetry, the goals may be different, with a shift in a focus to the rhetorical, sometimes indirect, distant style that typifies proverbs. Perhaps the most fundamental reason why proverbs appear in literary sources is that they pack an emotional and aesthetic punch. This effect can be traced not only to their frequent use of poetic devices, but to their common omnitemporal form and their arousal of affect-laden universal ideas about human affairs.

Writers such as Shakespeare, Emily Dickinson and Bernard Shaw have applied proverbs in their works. Then, Honeck makes this hint that "one can ask whether there is anything unique about the proverbs genre that makes for its use in literature. One hypothesis is that proverbs are detachable from their original context of use, but nevertheless can remind a reader of the social norms they embody that is, the proverbs can retain its general significance in spite of its being resituated in some text".[16]

B. Practical Function

The other function which Honeck clarifies for the proverbs is their use in practical situations. Proverbs have characteristic properties that make them useful for everyday purposes. They are relatively short, poetic, typically concrete, and used as indirect comments. They have the power and wisdom of many people behind them, and they perform categorization and pragmatic functions. These properties strongly suggest that they can be used to facilitate memory, teach and persuade. Of course, these properties are precisely why many proverbs develop in cultures in the first place. Regarding the practicality of proverbs he adds "the proverbs are also used for treatment for sociopsychological problems such as substance abuse, psychotherapy, tests of mental status, as a way of teaching children to think more abstractly, as an imaginary mnemonic by the elderly, as a means of assessing workers' attitudes about work and life, and even as tests of a defendant's competency to stand trial.[3]

Conclusion and recommendation

According to Moosavi proverbs might be used for either of these functions;

1. Proverbs are used as a title of a book or title of a literary work on the whole (e.g. Shakespeare's measure for measure whose Persian equivalent is "kolukh andaz raa paadaash sang ast")

2. In press, hot news is circulated through a proverb in the heading or text of it which reflect news topic.

3. Statesmen and government authorities use proverbs in their speech in different occasions.

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NATIONAL CLOTHES AND GAMES AS AN INDIVIDUAL PART OF CULTURAL HERITAGE

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ABSTRACT

It is believed that the national clothes and games, which are one of the inalienable, ancient values of the culture of peoples, serve as one of the important factors reflecting the past and future of society. The national games, with their form, meaning, and content, embody the national features of our people, the rich life experience that has stood the test of centuries. From the first days of our independence, the restoration and development of our national culture were considered one of the most pressing issues. The main task today is to study and analyze our national costumes and folk games, which are our cultural heritage, and to promote them in kindergartens and schools through sports, secondary special and higher education systems, and in the community.

KEYWORDS: *National, Clothes, Culture, People, National Games*

INTRODUCTION

Only the independence of our country creates ample opportunities for us to enjoy our rich cultural and spiritual heritage, the sources of spirituality created by our great ancestors. Independence is a criterion for the realization of our people's dream of freedom and a just society. From the first days of our independence, the restoration and development of our national culture were considered one of the most pressing issues. In particular, due to the spiritual heritage, which is a complex socio-cultural source that represents the process of the historical development of the nation, it is possible to fully imagine the spirituality of the people and to know the specific national characteristics of that nation.

LITERATURE RESEARCH

The First President of the Republic of Uzbekistan I.A.Karimov in his book “High spirituality is an invincible force” said: In this regard, of course, the spiritual heritage, cultural riches, ancient historical monuments are one of the most important factors”[1] he said.Our great thinkers Mahmud Kashgari, Abu Rayhan Beruni, AlisherNavoi, Zakhriddin Muhammad Babur[2], and well-known Uzbek writers M.Behbudi, Abdulla Qahhor, Oybek, TogayMurod, spoke about the importance of the national games and costumes of the Uzbek people in the physical and spiritual development of the individual. It is also recognized in the works of Osman Karabaev.

Mahmud Qashqari’s encyclopedic work “Devonulug'ati – turk” is a valuable source of information about the Uzbek folk games and national games. The source mentioned and described 150 folk dances and costumes.[3] In his work, the thinker focused on the types of games that are appropriate for the age aspects of adults, children and divided them into types of mental and physical activities.

RESEARCH AND METHODS

Our national traditions, customs and values, holidays, and national costumes, in short, all the riches that have become the cultural property of our nation, are our priceless cultural heritage. as a product of creative skill, vital views, and high thinking, it has also become an important link that connects the present closely with the past. The most important aspect of this is that the spiritual and cultural heritage accumulated by one generation is passed on to the next.

The role and importance of national games and national costumes, which are one of the main means of spiritual and physical education for the individual, are incomparable. The national games, with their form, meaning, and content, embody the national features of our people, the rich life experience that has stood the test of centuries. Traditional national games have emerged as a result of the creative labor of the masses of the people and have evolved over thousands of years in connection with various lifestyles.

We also have national costumes, which have been adapted to our national games in a unique way, through which we can find out the type of game, nationality, age, and gender[4]. Clothing is one of the criteria that reflect ethnic characteristics within the material and spiritual heritage, i.e., the national identity of peoples. In particular, Uzbek traditional clothes are valuable for their antiquity, originality, beauty, comfort and convenience, natural conditions, lifestyle, and mentality[5].

At the same time, if we turn to the epics, fairy tales, legends, and myths, which are among the priceless treasures of the spirituality of our people, we will see that the heroes who became national heroes were selected in wrestling and various folk games. The example of this example proves that games are the educators of courage, bravery, courage, courage, tenacity, nobility, and other noble qualities in people.

Assessing the role of cultural heritage in the minds of the younger generation, the role of national games in the formation of national pride, including the educational and spiritual significance of national games and traditional costumes in this process. it is important to pay attention to the extent to which it contributes to the formation of a spirit of devotion. It is primarily aimed at instilling in our youth a sense of pride in national values. In particular, the President of the Republic of Uzbekistan said that “military uniforms should reflect our nationality and remain in history,”[6] emphasizing the need to further develop our clothing culture and create a basis for its transmission to future generations. Based on the above considerations, the development of the cultural sphere through a combination of nationalism and modernity will lead to a change in people's attitudes towards national games and clothing, increasing their aesthetic taste and level.

CONCLUSION

The main task today is to study and analyze our national costumes and folk games, which are our cultural heritage, and to promote them in kindergartens and schools through sports, secondary special and higher education systems, and in the community. Our Uzbek heritage plays an important role in educating young people spiritually.

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STUDYING THE PROPERTIES OF LOCAL POLYESTER FIBER, FORMED FROM POLYETHYLENE TEREPHTHALATE GRANULES

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ABSTRACT

In this work, the properties of local polyester fibers are studied on the basis of physicochemical and physicomechanical analyzes. On the basis of X-ray diffraction analyzes, it was found that the degree of crystallization of local polyester fibers is lower than that of the usual traditionally used lavsan fiber; they hardly differ in physical and mechanical properties. IR spectroscopic and sorption analyzes, as well as characteristic reactions of polyester fibers, showed that local polyester fibers are formed from modified polyethylene terephthalate. It is concluded that, due to the high sorption properties of the fibers, there is a wide possibility of using it in the textile industry.

KEYWORDS: *Polyester, Polyethylene Terephthalate, Sorption, Degree Of Crystallization, IR Spectroscopy, Modification, X-Ray Diffraction Pattern.*

INTRODUCTION

For the first time in 1929, the possibility of obtaining fibers based on polyester was proved.To date, a number of scientific studies are being carried out to obtain this fiber, the production of polyester fibers for household and technical destination. In our republic, in recent years, a number of industries have produced fibers from various semi-finished products based on polyester. Currently in the world more than 20 different types of blended fabrics with polyester are produced **[1]**. Considering all this, expanding the possibility of using local polyester fibers in the textile industry, the study of the macromolecular structure, composition fiber, its sorption and physico-mechanical properties is very relevant task. By studying the structure and properties of the fiber, one can establish the order and composition processes of chemical finishing of textile products based on this fibers.

It is known that polyester fibers are obtained as a result of a polycondensation reaction terephthalic acid or its dimethyl ether and ethylene glycol **[2]**. But in dependence of the reaction conditions, reagents used, fiber spinning conditions polyester fibers produced in different countries use different names: Dacron (USA), Teteron (Japan), Trevir and Lanon (Germany), Tergal (France), Tesil and Svitlen (Czech Republic), Elana (Poland), Lavsan (Russia) **[3]**. Also, in order to reduce static electricity, increase hygroscopicity, improve dyeability, making the fiber fireproof or slow combustible, also to eliminate other disadvantages of polyethylene terephthalate are modified, i.e. upon receipt of the polymer, along with the main monomer add another monomer in the amount of 5-10% (in relation to basic monomer). Depending on their properties and quantity, the resulting copolyester changes its properties **[4]**.

In experiments, the sorption properties of the samples were studied on mercury high-vacuum McBen installation with quartz balances. The measurements were taken at at a temperature of 298K and at a pressure of 10-3 - 10^{-4} Pa. X-ray studies were carried out on the X-ray diffractometer "Dron-3M" with an irradiance of 22 kV, monochromatized with CuKα, at a current strength of 12 mA. The measurements started after grinding samples and giving them the form of a tablet. The measurements were carried out within the limit 2θ = 100 - 350. IR - spectroscopic analysis was carried out in the spectrometer IR-FURE (model 2000, scan 100, at 4 cm-1 latitude) from Perkin-Elmer. Physico-mechanical parameters of the samples were determined at the certification center of the institute "SENTEX UZ" according to GOST 3813-72 **[5]**.

Typically, the supramolecular structure of polyethylene terephthalate (polyester) consists of crystalline and amorphous parts. The crystalline part determines the physical mechanical properties of the fiber, amorphous part - its sorption properties. Polyester (PE) has a polydisperse structure, with a strong chain and it crystallizes. Internal structure fiber has a high degree of order, its 55-75% is the crystalline part. The degree of crystallization of polyester fibers produced in various enterprises (Table 1.).

TABLE 1 DEGREES OF CRYSTALLIZATION OF POLYESTER FIBERS

Samples	Degree of crystallization, θ, %
Polyester fiber, imported in Russia	53
Polyester fiber produced in JV LLC "Reprocessing Uz"	44
Polyester fiber produced in EKO Plastex Ltd.	35
Polyethylene terephthalate granule used for polyester fiber production	61

From the above information, it can be seen that imported polyester fiber Russia has a degree of crystallization of 55%, when the degree of crystallization of the local polyester fiber is 35-44%. The degree of crystallization of the granule used for fiber production is 61%. The reason for the low degree of crystallization local fibers, apparently, is the rapid cooling of polyethylene terephthalate on enterprise. In the macromolecule of the fiber obtained with rapid cooling polyethylene terephthalate amorphous part is relatively larger. It is known that despite the fact that the monomer units of the polymer are the same, their degree of crystallization may differ [6]. It depends on the application of the catalyst, its nature and the temperature of the thermal processing. Due to the high sensitivity of the supramolecular structure of the polymer to heat treatment one of the ways to control their properties is thermal treatment. Typically, the cooling time is determined depending on the required degree crystallization of the finished fiber. This means that during the molding process of the polyester fibers by changing the heat treatment conditions, it is possible to form a fiber with desired properties.

The difference in the supramolecular structure of the two studied fibers obtained in different enterprises of the Republic due to differences in the factors of fiber formation, also using various semi-finished products. In order to study the type of used semi-finished products to obtain fibers, IR spectral analyzes of the fibers were carried out (Fig.1-3).

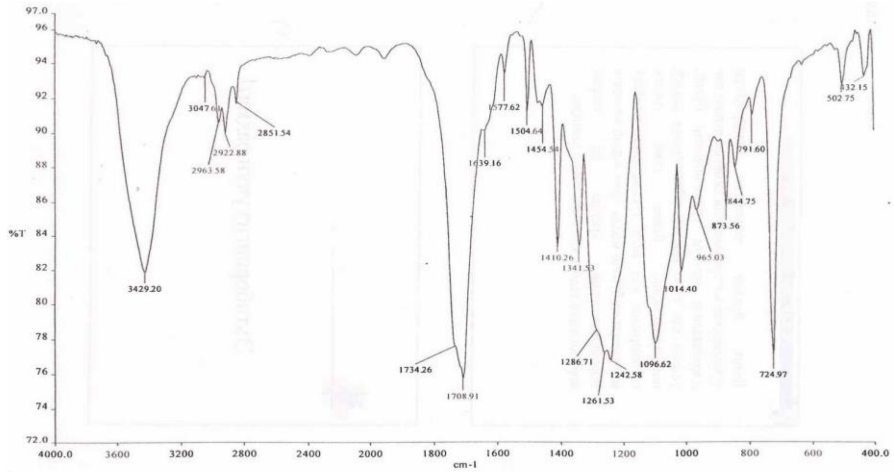

Fig.1. IR spectrum of polyester fiber imported from Russia (lavsan)

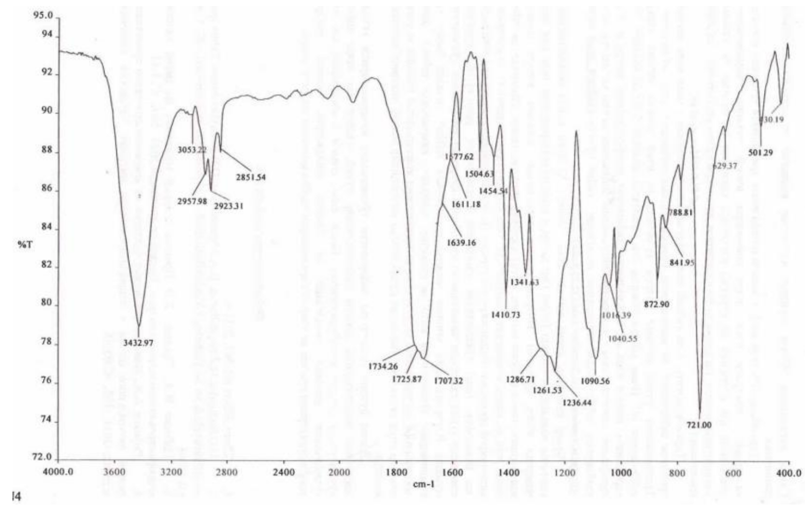

Fig.2. IR spectrum of polyester fiber produced in JV LLC "Reprocessing Uz"

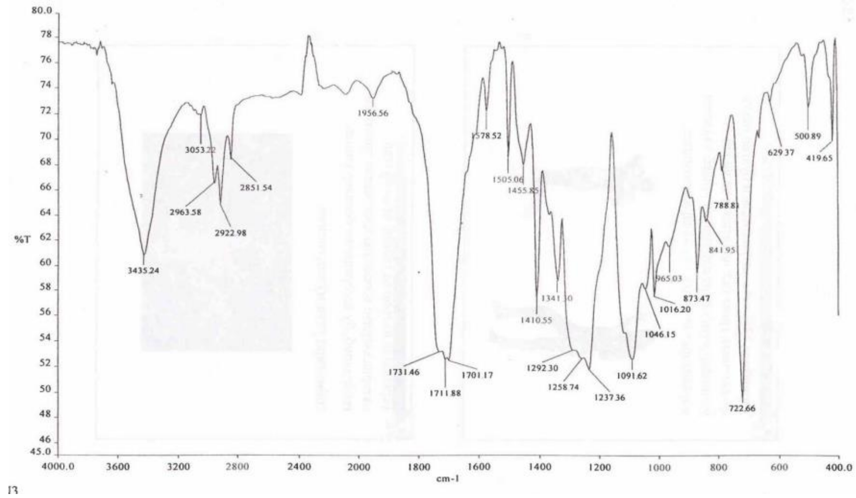

Fig.3. IR spectrum of polyester fiber produced in EKO Plastex LLC

Usually, the production of polyester fiber begins with the synthesis of monomers. Terephthalic acid (TPA) or its dimethyl ester (dimethyl terephthalate - DMT) is considered raw material for the production of polyethylene terephthalate (PET). In many PET enterprises obtained from DMT despite the fact that for the first time PET was obtained from TFA. This is due to the fact that Absolutely pure TFA is required to obtain PET. The TPA purification process is difficult. After obtaining TFA or DMT, PET is obtained batch or continuous way. At these stages, diglycol terephthalate - DHT is synthesized in parallel, then it polycondensate. In this case, ethylene glycol or ethylene oxide is used. On the specified processes, polymer granules are obtained, the next step is the process getting fiber. The resulting finished fiber may contain reagents, used in the preparation of the monomer or polymer. On the given spectral curves on the IR spectra of local PE fibers, a decrease in fluctuations is observed, corresponding to carbonyl groups 1725 cm-1 and 1711 cm-1, this means that =C=O groups replaced by other groups. Hence, the fiber can be considered as obtained from copolymer or modified fiber. These fibers are manufactured in the USA (codel) and in Germany (vestan). By changing the =C=O group with other groups, improvement is possible some textile properties of the fiber. On the spectral curves of the fiber SP OOO "Reprocessing Uz" appearance of a line corresponding to 1611 cm^{-1} - NH^2 amino groups shows that the fiber is modified with a monomer containing amino groups. On the Spectral curves of the fiber of EKO Plastex Ltd. did not detect fluctuation corresponding to 1611 cm^{-1}. This means that semi-finished products are polymers of both studied fibers have different compositions. The study showed that the change =C=O groups in fibers into acid or alkaline groups leads to a high hygroscopicity compared to imported fibers. Due to the dense structure and lack of hydrophilic groups, polyester fibers are considered hydrophobic. At relative humidity 65% it absorbs 0,4% humidity, at relative humidity 100% absorbs 0,6-0,8% moisture. In the aquatic environment, the fiber does not swell at all. It has the property of accumulating electric charge to a high degree. These properties degrade fiber dyeing and mechanical working conditions. In the following The table shows the sorption of water vapor on the studied samples and their capillary-porous characteristics.

TABLE 2 SORPTION OF WATER VAPOR INTO SAMPLES AT A TEMPERATURE OF 25^{0}C

Samples	Fiber, imported production	Granule polyethylene terephthalate	Polyester fiber, produced in JV OOO "Reprocessing Us"	Polyester fiber, produced in OOO EKO Plastex
Relative humidity, %	Sorption, %			
10	0,20	0,15	0,25	0,25
30	0,25	0,20	0,30	0,30
50	0,30	0,30	0,40	0,35
65	0,40	0,35	0,50	0,45
80	0,50	0,40	0,65	0,55
90	0,55	0,45	0,70	0,65
100	0,65	0,50	0,80	0,70

It follows from the table that the amount of water vapor sorption into the granule, which was used to obtain fibers lower than the amount of water vapor sorption in all studied fibers. From this we can conclude that the sorption properties of fibers the process of forming fibers affects, and not the functional groups in the composition of the polymer, which impart hygroscopicity. At the same time, high values of sorption properties both polyester fibers obtained in our Republic in relation to imported fiber, indicates the presence of hydrophilic groups in their composition. Sorption difference properties between both fibers to say that when they were obtained, various chemicals. The capillary-porous characteristics of the fiber can vary depending on the structure of the macromolecule and the conditions of fiber formation [7]. In table. 3. capillary-porous characteristics of the studied samples.

The table. 3. shows that the capillary-porous characteristics of all the studied fibers are closely related. This shows that fiber macromolecules have similar or the same buildings.

TABLE 3 CAPILLARY-POROUS CHARACTERISTICS OF SAMPLES

Samples	Fiber, imported production	Granule polyethylene terephthalate	Polyester fiber, produced in JV OOO"Reprocessing Us"	Polyester fiber, produced in OOO EKO Plastex
Monolayer volume, Xm, g/g	0,0034	0,0019	0,0042	0,0039
Specific surface, Syg. m^2/g	12,22	6,86	13,84	13,95
Total pore volume, Wo, sm^3/g	0,0070	0,0060	0,0080	0,0092
Pore radius (capillary), rk, A0	11,46	17,48	12,56	11,76

Decreased specific surface area and total pore volume is explained by the decrease in the monolayer of fibers in the process of obtaining a thread from staple fiber and structure sealing in the process of twist communication. By structure macromolecules in the process of fiber formation, according to the existing conformational changes in the structures and nature of the side groups capillary-porous characteristics local polyester fiber are different from the characteristics of imported fiber. Changes in the sorption properties of fibers affect their physical and mechanical properties (Table 4.). The increase in the hygroscopicity of chemical fibers is usually carried out in three ways. ways: by introducing functional groups into the macromolecule of the fiber, which can contact with water (modification); formation on the fiber or on the thread controlled capillary porosity; change in the shape and structure of the fiber surface. However it must be taken into account that imparting hygroscopicity with a change in the structure of the fiber negatively affects its physical and mechanical properties.

TABLE 4 PHYSICAL AND MECHANICAL PROPERTIES OF POLYESTER FIBERS

Polyester samples fibers	Breaking strength, (at least) N/teks	Discontinuous elongation, % (no more)
Fiber, imported production	0,45	49
Fiber produced in JV LLC "Reprocessing Uz"	0,40	47
Fiber produced in EKO Plastex LLC	0,38	46
GOST 26022-94 Polyester fiber	0,36	50

It can be seen from the obtained results that although the sorption properties of the fibers differ, have similar physical and mechanical properties. it's the same confirm the results of X-ray and IR spectroscopic analyses, which means - the main part of the polymer consists of polyethylene terephthalate.

According to the literature data, PE fiber can be produced in a modified condition, adding to it in an amount of 5-10% one of the following substances – dimethyl isophthalic acid ester, potassium salts of isophthalic acid dimethyl ester, adeptic acid dimethyl ester, hydroxyethoxybenzoic acid methyl ester, 5-hydroxyisophthalic acid dimethylester, 2,6-naphthalene dimethyl ester dicarboxylic acid [8]. Obtained experimental results confirm that the polyester fibers produced in our Republic are obtained from modified polyethylene terephthalate.

PE - thermoplastic fiber, softening temperature is 258-260^{0}C, in dissolves in organic solvents. PE fiber exposed to certain chemicals (benzoic and salicylic acids) swells, and this circumstance is used in the process dyeing of this fiber. When wet, the elongation at break does not change. PE products retain their shape well, have high elasticity. On PE fiber weak acids do not act even at boiling point. In low temperature fiber resistant to strong acids and weak alkalis. At high temperatures do not resistant to the action of caustic alkali, while they are hydrolyzed. PE fiber relative resistant to oxidizing agents, but resistant to biological effects, microorganisms and moths. In table. 5 shows the results of reactions characteristic of polyester fibres.

TABLE 5 RESULTS OF CHARACTERISTIC REACTIONS OF POLYESTER FIBERS

Polyester fiber samples	Dissolution time, min	
	In 40% solution NaOH at 90^0C	In 60% solution H_2SO_4 at 100^0C
Fiber, imported production	6	4
Fiber produced in JV Reprocessing Uz LLC	17	18
Fiber produced in EKO Plastex LLC	25	24

From the information given in the table it can be seen that for the dissolution of local polyester fibers in alkali and sulfuric acid solutions take longer than to dissolve imported fiber. In addition, in a solution of local polyester fibers in alkali, 30 minutes after dissolution, the formation of crystals is observed, which requires deep analysis of the composition of local polyester fibers. This, polyester fiber produced in the republic in terms of its physical and mechanical properties, supramolecular and morphological structure similar to practically used imported fiber, differs in sorption properties in positive side - which shows the possibility of widespread use of this fibers in the textile industry.

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APPLICATION OF INTERCALARY SORBENTS AND TECHNOLOGY OF THEIR EXTRACTION

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ABSTRACT

In the study, a solution containing Al13 polycation was prepared by hydrolysis of aluminium chloride. AlCl3·6H2O was added dropwise to the solution at room temperature until NaOH [OH-]/[Al3+]=2,4 at pH 4. 3-4. 7. The solution was then incubated at 60 ℃ for 24 h to form the Al13 polyhydroxycomplex. Al30 polycation solution was obtained by hydrothermal processing according to the recipe, Al13 preservative was soaked in the solution for 5 hours at a temperature of 115 ℃. The molar ratio of Al2(OH)5Cl and FeCl3·6H2O in a solution mixture of high-volume Al/Fe polyhydroxycomplex solutions in a high-pressure reactor (at 135 ℃ for 20 hours) by hydrothermal processing is Al: Fe = 15. With respect to Al3 +, the concentration of the solution (x) is x = 2. 5,3. 7,4. 3,5. 1M (in the case of x> 6M a precipitate is formed). 20 g of bentonite was immersed in 1 litre of distilled water and after 24 h the top layer of the suspension was centrifuged. The separated MM (montmorillonite) fraction particles were dried at 60 with an average size of 2 µm. MM Al13, Al30, and Al/Fe polyhydroxycomplex intercalation were performed by adding an intercalating solution (3mol Al3 +/g MM) by ion exchange in a 1% aqueous suspension using a strong magnesium agitator for 2 h at 80 ℃. After 12 h, the suspension was washed with Cl- ions at room temperature. Alkaline and Al/Fe polyhydroxycomplex intercalation were performed by ion exchange in a 1% aqueous suspension by adding an intercalating solution (3mol Al3 +/g MM) and using a powerful magnesium agitator for 2 h at 80 ℃. After 12 h, the suspension was washed with Cl- ions at room temperature. Intercalation of Al30 and Al/Fe polyhydroxocomplexes was performed by ion exchange in a 1% aqueous suspension by adding an intercalating solution (3mol Al3+/g MM) and using a powerful magnesium agitator at 80 ℃ for 2 h. After 12 h, the suspension was washed with Cl- ions at room temperature.

KEYWORDS: *Bentonite, Kaolin, Intercalation, Technological Scheme.*

INTRODUCTION

Active research in the field of targeted synthesis of new highly efficient functional nanostructured materials for various purposes, for example, for use as catalysts, sorbents, dosage form carriers, membranes, composite fillers, ceramics, etc. , continues all over the world [1–5]. Catalytic and adsorption processes are almost impossible to implement without the use of materials with a developed nanoporous structure. Oxide materials containing silicon and aluminium, both natural and synthetic, are widely used and are of considerable scientific interest since it is possible to control their porous structure and composition during synthesis and subsequent modification in order to impart the necessary functional properties [6–8]. The modification of aluminosilicates by introducing metals of variable valence makes it possible to use them in redox catalysis, including for solving environmental problems. Catalytic oxidation of organic substances is an effective method for neutralizing gas emissions from wastewater [9–12].

Pillarization is a special case of intercalation, in which inorganic compounds are introduced into the interlayer space. Regardless of particular features, the modification process can be reduced to three main stages: 1) hydrolysis of metal ions with the formation of polynuclear hydroxo complexes (PNHC) - pillaring solution, 2) ion exchange, 3) heat treatment of the modified material. The process of pillaring layered aluminosilicates. In aqueous solutions, montmorillonite swells, and the distance between the aluminosilicate layers increases. The aluminosilicate is placed in a pillaring solution containing polynuclear metal hydroxylations, and the interlayer clay cations are ion-exchanged for larger polynuclear hydroxo complexes. Polyhydroxy complexes are usually obtained by hydrolysis of cations with NaOH solution.

Aim: Development of physicochemical and technological bases for obtaining, modifying and using nanostructured clays for purification and separation of liquid and gaseous media.

EXPERIMENTAL PART

Natural soils from Karnabota kaolin, Kattakurgan and Navbahor bentonite deposits were used as objects of study [15-22].

The solution containing Al13 polycation was prepared by hydrolysis of aluminium chloride. AlCl3 · 6H2O was added dropwise to the solution at room temperature until NaOH [OH -]/[Al3 +] = 2. 4 at pH 4. 3-4. 7. The solution was then precipitated at 60 ℃ for 24 h, resulting in the formation of Al_{13} polyhydroxycomplex. By the hydrothermal processing method according to the recipe of the solution containing Al_{30} polycation, Al_{13} was obtained from the solution soaked for 5 hours at a temperature of 1150S. The molar ratio of $Al_2(OH)_5Cl$ and $FeCl_3{\cdot}6H_2O$ in a solution mixture of high-volume Al/Fe polyhydroxycomplex solutions in a high-pressure reactor (at 135 ℃ for 20 hours) by hydrothermal processing is Al: Fe = 15. With respect to Al3 +, the concentration of the solution (x) is x = 2. 5,3. 7,4. 3,5. 1M (in the case of x> 6M a precipitate is formed).

20 g of bentonite was placed in 1 litre of distilled water and after 24 h the top layer of the suspension was centrifuged. The separated MM (montmorillonite) fraction particles were dried at 60 ℃ with an average size of 2 μm. MM Al_{13}, Al_{30}, and Al/Fe polyhydroxycomplex intercalation were performed by adding an intercalating solution (3mol Al^{3+}/g MM) by ion exchange in a 1% aqueous suspension using a strong magnesium agitator for 2 h at 80 ℃. After 12 h, the suspension was washed with Cl- ions at room temperature.

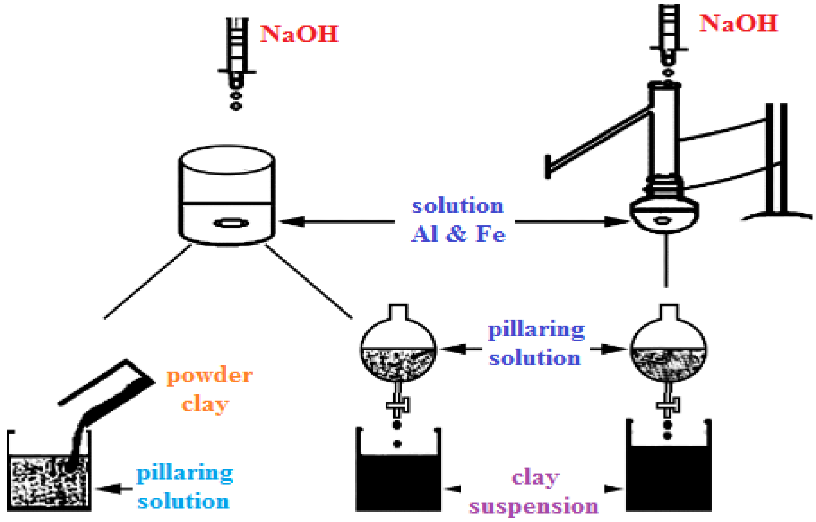


Figure 1. Bentonite intercalation scheme

Methods for testing the adsorption properties. Adsorption experiments were performed as follows: 0. 1 g of adsorbent was placed in a 50 mm cylindrical beaker, 20 ml of dye mixture was added to it, and stirred at 20 ℃ for 15 min to 1440 min at a constant rate of 400 rpm. At the end of the experiment, the adsorbent was separated from the mixture by centrifugation at 8000 rpm for 4 min. The dye concentration in the mixture was studied using a spectrophotometer UF-is U-2001 (“Hitachi”) at the maximum absorption λ wavelength (λ_{max}=514nm for red acid 17, λ_{max}=663nm for metallic blue dye). To study the effect of pH on the adsorption process (in the 2. 0–13. 0 range), the pH was measured using a pH meter by adding HCl (0. 1M) or NaOH (0. 1M) to the mixture. To obtain the kinetic curve of adsorption, samples were taken from experimental cups at 15,60, 120, 180, 300, and 1440 min. By analyzing the residual concentration of the dye in the adsorption isotherm, an increase in the content of the dye was obtained in an aqueous solution of 10 to 100 mg/l. The amount of dye in the sample adsorbed during (qt) is determined from the following equation.

$$q_t = \frac{V(C_0 - C_t)}{m}$$

In this case and (mg/ml) - values of the dye concentration at the initial and t (min) time, V-mixture volume (ml), m- dry adsorbent mass. C_0 *and* C_t.

Adsorption kinetics. To study the kinetics of the sorption process, the method of adsorption of a solid sorbent in a liquid medium for two well-known kinetic models of mixing anion and cation dyes in water solution MM. The first mode used Lagergrena (1 and 3) and the second mode *Ho* and *McKay* (2 and 4):

Nonlinear

$$q_t = q_e(1 - e^{-k_1 t}) \tag{1}$$

$$q_t = \frac{k_2 q_e^2 t}{1 + k q_e t} \tag{2}$$

Linear t

$$ln\left(q_e - q_t\right) = lnq_e - k_t t \quad (3)$$

$$\frac{t}{q_t} = \frac{1}{k_2 q_e^2} + \frac{1}{q_e} t \quad (4)$$

In this case, and - the amount of adsorption dye at a given moment of time in equilibrium and condition; K1 (min^{-1}) and K_2 (mg/(g · min)) are the adsorption rate constants of the first and second-order, respectively. $q_t q_e$

Adsorption isotherm. The classical interpretations of *Langmyura* (5 and 7) and *Freundlixa* (6 and 8) from the two models of adsorption constants for writing the adsorption isotherm are as follows.

Nonlinear

$$q_e = \frac{q_{m\,K_{l\,C_e}}}{1 + K_{l\,C_e}} \quad (5)$$

$$q_e = K_F C_e^{1/n} \quad (6)$$

Linear

$$\frac{C_e}{q_e} = \frac{1}{K_L q_m} + \frac{C_e}{q_m} \quad (7)$$

$$lnq_e = \frac{1}{n} lnC_e + lnK_F \quad (8)$$

In this case, the equilibrium of the dye concentration in the Fe-mixture (mg/l); qm-maximum sorption capacity (mg/g); KL (mg/g) and Langmuir and Freundlix equilibrium constants; n-heterogeneity factor.

Processing of results. The dynamic adsorption capacity (GV) of water vapour in mg/cm3 is calculated according to the following formula:

$$\Gamma_v = \frac{\left(M_2 - M_1 - K\right)}{\left(M_1 - M_0\right)} \cdot \rho\ , \quad (9)$$

where M_2 is the mass of the adsorber tested with the adsorbent, mg;

M1 is the mass of the adsorber after regeneration with the adsorbent, mg;

M0 is the mass of the adsorber without adsorbent, mg;

K - correction for a weight gain of adsorbed moisture, mg;

ρ is the mass density of the adsorbent, mg/cm^3.

Correction for adsorbed K moisture, mg weight gain is determined by the following formula:

$$K = (M_1 - M_0).\left(\frac{T - T_1}{T}\right), \quad (10)$$

Where the total time of T-adsorption (from -70 ℃ to the point of high growth), minutes; Duration of protective effect up to -70 ℃ to T1-growth point, minutes.

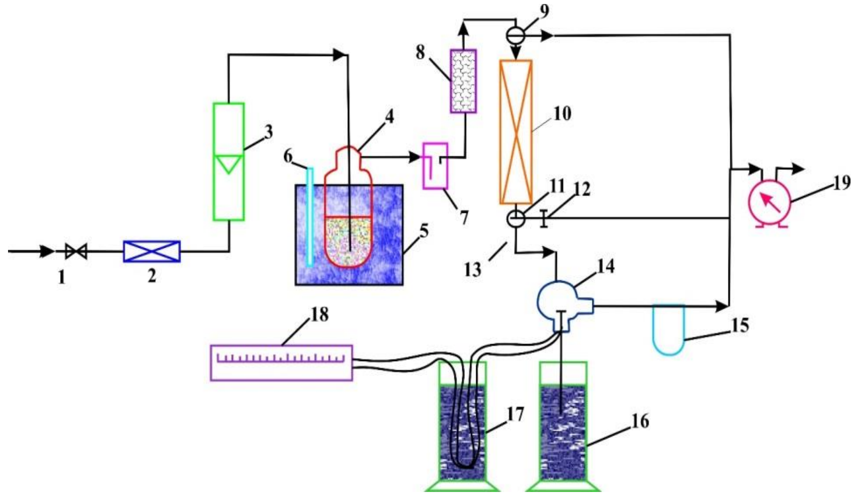


Figure 2. Installation scheme to determine the dynamic adsorption capacity of adsorbents relative to water vapour.

1 - needle valves (ventl); 2 - activated carbon cartridge (cartridge); 3 - rotameter; 4 - Ivitsky tube; 5 - water bath; 6 - thermometer; 7 - trap; 8 - drop separator cartridge (cartridge); 9, 11 - three-way valves (cartridges); 10 - adsorber; 12 - clamp; 13 - copper pipe; 14 - solution flow indicator (EOC) device; 15 - rheometer; 16, 17 - Dewar vessels; 18 - potentiometer; 19 - gas meter.

Dynamic adsorption capacity G for n-heptane vapours, weight% is calculated according to the formula:

$$\Gamma = \frac{\tau_{pr} \cdot Q \cdot C}{G} \cdot 100,$$

where: tpr. - working time of the adsorbent before absorption, hours;

Q is the flow rate of the initial gas mixture, m3/h;

C is the amount of n-heptane in the gas mixture, g/m3;

G is the mass of adsorbent loaded on the adsorber, g;

Conversion factor at 100%.

EXPERIMENTAL RESULTS AND THEIR DISCUSSION

The amount of minerals in the studied samples was determined by the intensity of the spectra on the reflex radiograph. The results obtained are presented in Table 1. All studied samples consist of montmorillonite-kaolinite-hydraulic soils. The samples studied show that the Karnab parent soil retained more soil minerals in the enriched state (4 samples). The amount of montmorillonite in Kattakurgan and Navbahor soil samples differs 2 times from natural and enriched ones.

Coallinite and hydro slide are 1. 5 times different. The quartz reflex is clearly visible on the radiograph.

TABLE 1. THE INTENSITY OF X-RAY REFLEXES IN SOIL ORE

Soils	Absolute intensity of reflex, mm					
	Soil minerals			Mixed minerals		
	montmorillonite d-14. 73-14. 56Å	Kaollinite d-7,20-7,15Å	Hydrosluda d-2. 98Å	Quartz d-3. 34Å	Orthoclase d-3. 20-3. 18Å	Muscovite d-2. 35-2. 34Å
Garnab parent soil						
Natural 1-sample	**187**	**86**	**44**	**208**	**24**	**-**
Enriched 4-sample	**191**	**90**	**37**	**93**	**22**	**-**
Kattakurgan soil						
Natural 2-sample	**65**	**49**	**35**	**229**	**62**	**-**
Enriched 5-sample	**158**	**60**	**40**	**217**	**21**	**-**
Navbahor soil						
Natural 3-sample	**67**	**35**	**25**	**318**	**52**	**27**
Enriched 6-sample	**152**	**62**	**33**	**310**	**41**	**26**

Due to the high content of montmorillonite in the Karnabota soil (sample 4) from the studied natural soils, it was recommended to prepare sorbents and catalysts in them.

The structure of natural soils and the adsorption of modification samples based on them were studied at low temperatures (nitrogen 77K). The presence of hysteresis in the isotherm of natural soils (Fig. 3), i. e. , the presence of a capillary-condensation ring, is a process specific to sorbents.

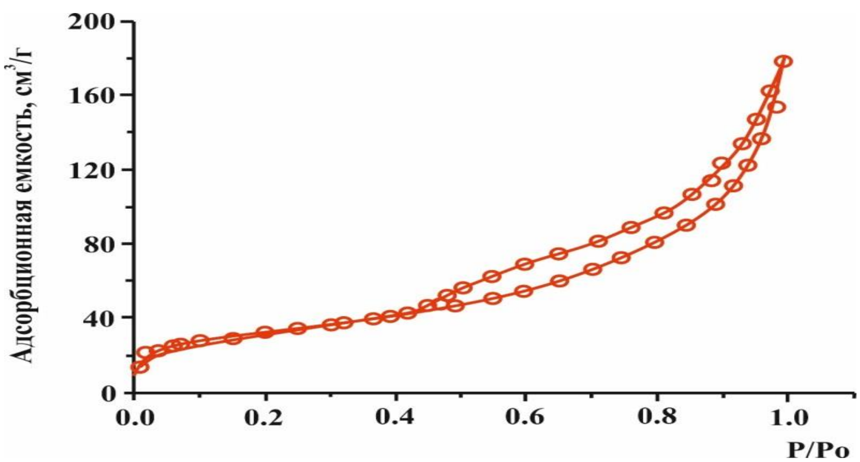


Figure 3. Nitrogen adsorption isotherm in natural soil dried at 110 °C

The hysteresis ring shape belongs to type V and is characteristic of the de Boer classification, which indicates the presence of fissured and flat parallel ores in the soil. The formation of cracks also indicates the presence of a desorption network. Isothermal R/Ro is close to 1, indicating a sharp rise in the sorption curve. One process also shows the presence of large pores in the soil, i. e. montmorillonite.

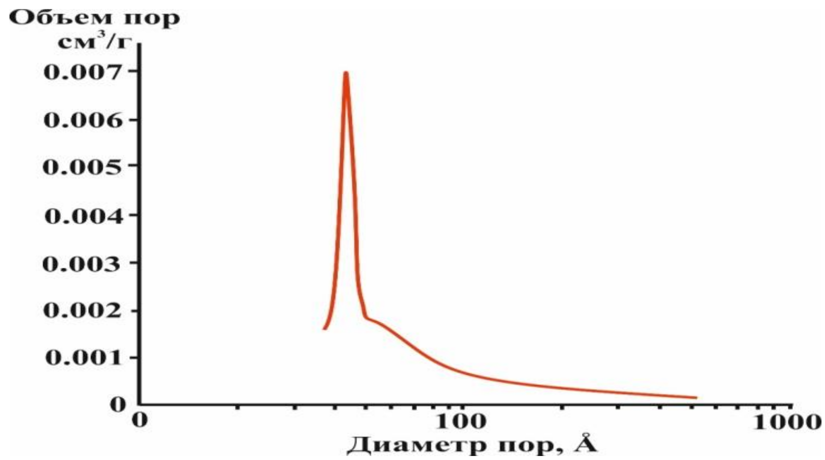


Figure 4. Distribution curve depending on the dimensions of natural soil samples shown at 110 °C

IR spectroscopy also provides information about the structural changes that occur below (Figure 5). Absorption full bands (p. p.) in natural soil IR spectra, this MM. It is a characteristic feature of the structure. 1090 and 1044 cm-1 p. p. corresponds to the valence oscillations characteristic of silicon-oxygen tetrahedra. 580, 425, and 340 cm^{-1} area p. p. belong to the deformation oscillations in the silicon-oxygen tetrahedron and the aluminium oxygen octahedron.

Comparing the absorption spectra of natural soil and Na-soil, it was observed that for exchangeable cations and sodium cations, 1090 and $1044cm^{-1}$ yu. p. the intensity of the silicon-oxygen tetrahedron layer corresponding to the valence oscillation changes significantly (Fig. 5, Spectrum 2). Deformation vibrations in the 580, 425, and 340cm-1 silicon-oxygen tetrahedrons and aluminium oxygen octahedron bands are eliminated and sharply reduced. Such changes in the IR spectrum are associated with structural changes in the tetrahedral and octahedral montmorillonite layer.

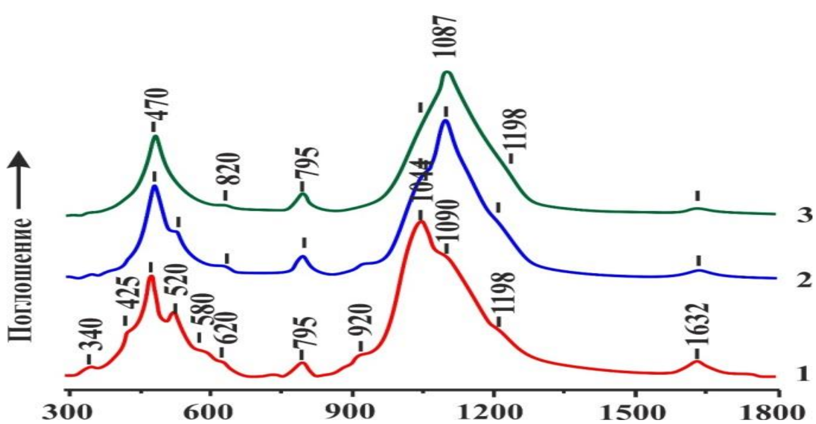


Figure 5. IR spectra of 1-natural soil, 2-Na-soil, 3-Al-soil-1 soils.

An aluminium polyhydroxycomplex is incorporated into the soil, and partial disruption of its structure (Fig. 5, Spectrum 3) can be seen as a maximum shift of the spectra from 1044cm-1 to 1097cm-1. Uznda yu. p. the intensity changes dramatically. It is known that the modification MM disrupts the periodicity of irregular shifts relative to each other in three-layer packages and the breakage of joints in three-layer packages.

Figure 6 shows a diffragram of a Fe-soil-k sample obtained by adding iron PGK to natural soil. According to RFA, the modification changes the layer structure of the soil when it is heated to 500 °C. Fe-soil-k passes into a layered structure, which in this literature is called the “house of cards”. The diffractogram results in the disappearance of reflexes corresponding to d001 and the appearance of low-intensity diffusion bands, indicating the formation of irregular silicate layers.

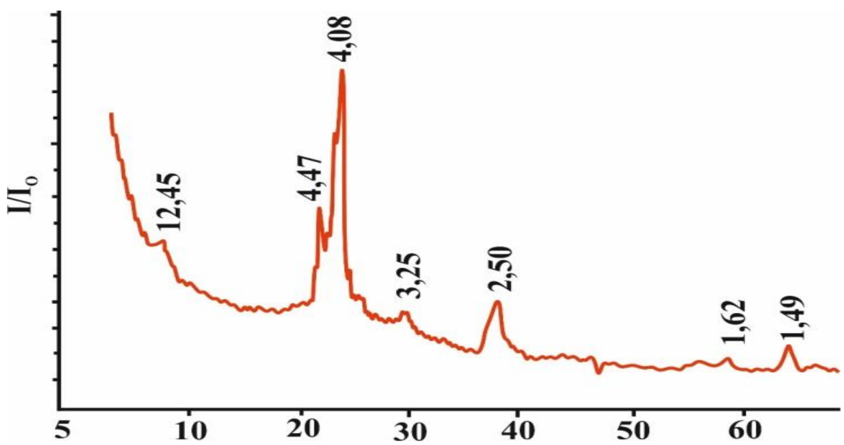
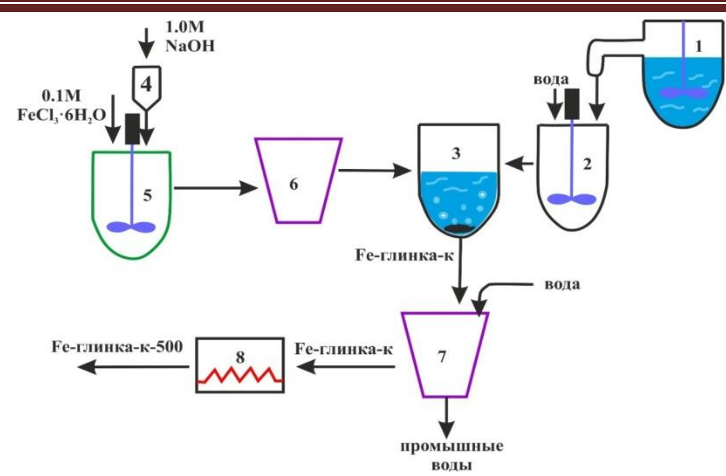


Figure 6. The Fe-soil-k-500 diffraction diagram is given in distances between planes.

The results obtained show that the modified specific reference surface, average diameter and ore volume depend on the sampling, polyhydroxycotion composition and injection method. Increase in specific surface area in modified samples relative to natural soil. In samples of Al-soil-1, and Fe-soil-0, the average diameters increase less, and in samples of Al-soil-2, Fe-soil-k, Fe-Al-soil-o, Fe-Al-soil-k, it decreases, natural the total volume varies less than the soil.

Fe - soil extraction technology. Soil preparation block 1 Natural soil from the Karnabota deposit contains a fraction of <0. 1 µm in size. The pre-washed natural soil is poured into a mixer 2 (Fig. 7), which is filled with water in a ratio of 1:10 = T: J (Q: S) and left to swell at room temperature for 24 hours. The ground suspension is then placed in a 3-mixer and treated with ultrasound at a frequency of 22kGts for 3 minutes.

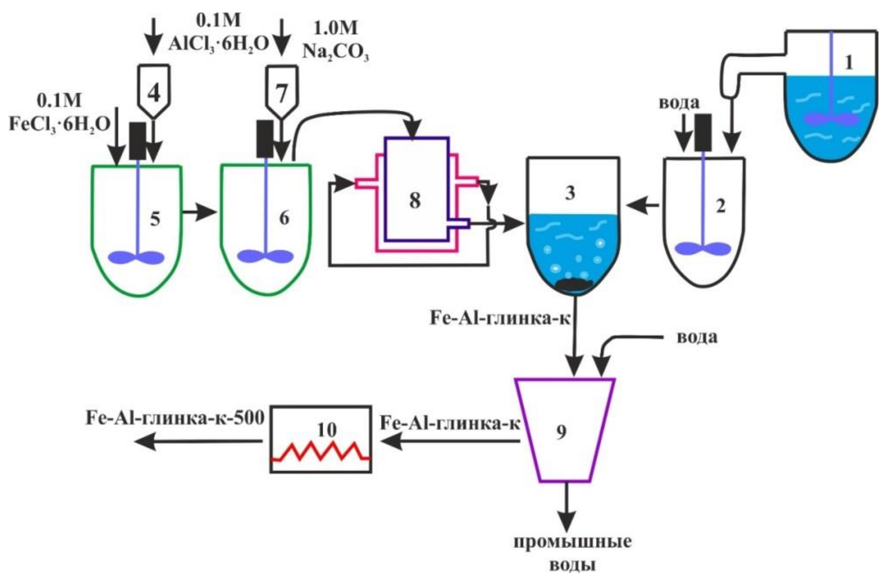
An iron (III) -based chloride mixture is prepared, placed in the 5th mixer and 1 drop of 1,0 M $FeCl_3$* $6H_2O$ NaOH is added to the desired concentration from the 4th block. The resulting ash is put on ageing at room temperature for 24 hours. In the hydrolyzed salt of iron, the pH should be around 1. 55-1. 95. The ash is then added while stirring in a mixer 2 containing the soil suspension. Every 1 kg of soil is filled with 10 litres of ash.



1- soil preparation block, 2- mixer, 3rd mixer, 4- tank, 0

Figure 7. Technological scheme of Fe-soil extraction

Fe - Al - soil extraction technology. The modifying mixture is prepared in a mixer 5, which is removed from the 4th tank by dripping 0,1 M $FeCl_3$* $6H_2O$ until it reaches $AlCl_3$*$6H_2O$. The mixture is then poured into a mixer 6 and 0,1M Na_2CO_3 from tank 7 is mixed. The resulting ash is put at room temperature, to wear for 24 hours. The pH value should be around 4. 00-4. 05. The resulting mixture is then poured into thermostat 8 and allowed to wear for 4 hours at 120 ℃ and 36 hours at 95 ℃. Then the prepared ash is poured into the 2nd mixer with the soil suspension in it, stirring constantly. 10l ash is added to 1kg of soil.



1- soil preparation block, 2- mixer, 3rd mixer, 4- tank, 5. 6-mixer, 7- tank, 8- thermostat, 9th chloride ion washing capacity, 10th oven

Figure 8. Technological scheme of obtaining Fe-Al-soils

Two-stage treatment technology for wastewater treatment.

The two-stage adsorption-catalyst technological scheme of purification of polluted water from organic dyes and SAM is based on sorbents and catalysts obtained from natural soils and iron polyhydroxycomplex, mixed polyhydroxycomplex aluminium experiments.

The high efficiency of this technology has been proven in many experiments, for example, the results of dyeing wool products have been well tested in the scientific laboratory of the East Siberian University of Technology. The training experience of processing this in mixed models in test paints and SAMs was in combo “EKOM”. The results show that the oxidation in organic dyes and SAM proves that the catalysts obtained in the future in this technological process have great potential.

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CLASSIC FRIENDSHIP AND THE IMAGE OF "ASHIK-MASHUQA RAQIB"

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ABSTRACT

This article discusses the classical epic tradition, and the principles of image creation within this tradition. In the epic "Khamsa", which played an important role in the work of Alisher Navoi, we can see a new interpretation of historical and traditional images. The article analyzes the image of "lover-rival", which was originally based on divine sources.

KEYWORDS: *Classic Dystonia, Tradition, Love, Lover, Lover, Rival, Reunion, Separation, Vision.*

INTRODUCTION

As each work is created, it reflects the socio-philosophical, spiritual and enlightenment life of the period. From this point of view, classical epic poetry is important for its universality, comprehensiveness, and reflection of universal, universal views. Classical epic poetry began with the creation of separate epics, but later it became a tradition to create a "Khamsa" consisting of five epics. This tradition can be seen in the works of N. Ganjavi, H. Dehlavi, Jami, Navoi. As "Hamsa" is a comprehensive work of five epics, the author has the opportunity to perfectly express his spiritual-enlightenment, socio-philosophical, universal views. Navoi's "Khamsa" is very different from his own epics. The poet defined his ideals, his concept of life through the images in his classic epics. Growing up in an Eastern Islamic environment, the poet's work is dominated by mystical views. In classical poetry, the trinity of "lover-lover-rival" comes to the center of the work and the concept of love is promoted. The image of "lover-lover-rival" is a traditional system that comes from divine sources. In mythological sources it has changed, the order has been disturbed, the lover has been distracted from its original purpose, generalized in epics, and by classical epicism this system has approached the divine sources. The path of guidance, which is the essence of the Qur'an, was shown, and divine love for Allah was sung.

Navoi discovered literally perfect images in his epics. Even before the creation of "Khamsa", the system of images "Oshik-mashuqa-riqib" existed in the history of literature. The return of this trinity to its "first source" in Navoi's pen is the product of the poet's infinite philosophical thinking. Until the Hamsa epics, the triad system went through several stages. The trajectory of the poetic and chronological movement of the trio of "lover", "lover", "rival" towards the chronotope "Khamsa" is approximately as follows: divine books - myth - epic - novel - story - epic - "Khamsa". [1]Literary critic Uzak Jurakulov admits that the triad was formed in "Khamsa" as follows: 2) the scale of the epic image expanded (covering the entire planet in terms of space and time); 3) returned to the divine scale from a conceptual point of view (the path of human love was formed on the basis of the Qur'an); 4) the divine information about the lover-lover-rival was interpreted in an artistic plan, based on the poetic scope of the work; 5) The trinity represented the system of images in three stages, step by step: step-by-step love, passionate love, sincere love or sexual love, figurative love, real love ". [2]It is expedient to analyze the system of images formed on the basis of Islamic sources, taking into account the unity of essence with the same source. The trinity system in "Khamsa" is widely tested between the stages of love, and from this point of view, the status of the lover is determined. By the time Hamsa was created, mystical views had intensified and the pursuit of Islamic perfection had intensified. From this point of view, mystical views prevailed in the Eastern Islamic literature and in the genre of "Khamsa" formed on the basis of this literature. Answering the question, "What is Sufism?", Sheikh Nuri said, "Sufism is the renunciation of the pleasures of the nafs." Or Sheikh Safi Alimshah's answer is: "Sufism is the transcendence of lust." Sheikh Ravim: "Sufism is the renunciation of lust in the way of God." The famous Sufi poet Bobo Tahir clarified this meaning more precisely: "Sufism is life without death and death without life, that is, to die in animal life and live in human life." [3]Sufism is a doctrine based on Islam. He who attains spiritual purity of heart overcomes lust on the level of a perfect human being.

The teachings of Sufism show love as a weapon to overcome lust, while the concepts of lust and love are contrasted. While lust gathers around itself all the ugly vices of the human heart, love also gathers around itself the most beautiful qualities in man and forms a whole. This set of virtues includes love, kindness, will, perseverance, knowledge, prayer, wisdom, humility, patience, contentment, zeal, humility, justice, generosity, gentleness, courage, modesty, purity, sweetness, and compassion. In general, love, affection, love, rival, Allah, etc. are placed in mysticism as follows: "lover - love - Allah", that is, there is only fiery love between the lover and Allah, the real lover is Allah, and the opponent is in opposition to love in the form of lust; "The lover is mazhar (the lover who ignites love, Allah is understood through mazhar) - Allah", that is, the lover cannot love Allah directly, the lover acts as a means to understand him, and the opponent is often the world, life; "Lover - lover - Allah", in which lust is an obstacle to love. In the system of trinities in the epics of "Khamsa" Bahromshah is a barrier to love, Farhad and Majnun are Shirin and Layli to understand Allah, Allah is a real lover for Iskandar, so in "Saddi Iskandari" there is no image of a woman at the level of Shirin and Layli. In mystical literature, the concept of "mazhar" is a means of love for Allah. For example, Mazhar Shirin for Farhod and Layli Mazhar for Majnun. There are three types of love in mystical literature:

1. Avam love (sexual love)

2. Havas love (figurative love)

3. Siddiq love (true love)

In the epic "Khamsa" Navoi can be seen in the trio of "lover-lover-rival" based on three levels of love in mysticism. Because Navoi, like the stages of love, also ranks in love, the lovers in the epic are different from each other. The system of lovers in "Khamsa" gradually approaches the divine source in the creation of Bahromshah, Farhod, Majnun, Iskandar. Bahromshah was born as the heir to the throne, Farhod was born with love, Majnun was born with divine madness, Iskandar was adorned with the destiny of governorship[4]. When it came to Alexander, the lover reached the level of a perfect true lover. Alexander spent his life knowing the mysteries of the world and rose to prominence in science, attaining the status of governor, prophet.

Navoi, in his book Mahbub ul-qulub, describes these three levels of love. Lovers are graded accordingly. The previous part is whether I am a common lover, a common lover, and a shoe. And this kind of person can be for any kind of person, the pleasure of shaghab and suffering is not physical and the lust is not sensual, and the highest rank of this part is shari'ah marriage, it is sunnah and mubah for the people. And in the lower ranks, negligence and indifference and indifference and displeasure, the abandonment of dhikr is etiquette and the statement is the cause of indecency. The second part is the love of havoss, which belongs to love. It is to put a pure eye on a pure face, and to awaken a pure heart with a pure face, and to enjoy the true beauty of the beloved lover with this pure means of mockery. And in his observation, in his absurdity, alardin consciousness, alardin maslub. His witnesses became istigrak, and he created istigrakdin istikhlak status. If the wind blows the sipehr flower, it does not know about it, and if it blows away every flower of the gathering, it does not know about it. The beauty of sadamotidin and the passion of love are victorious. These are the ones who found love in love and rested in the status of "inda malikin muqtadirin" ... At the heart of this system is the image of the lover. Literary critic Uzak Jurakulov used this classification in his analysis of the image of a lover. "Khamsa" is a whole work, the first epic "Hayrat ul-abror" tells the story of the next four epics, logically the poet prepared lovers for the requirements of love. And he also brought stories related to later epics. In the second epic, Farhod is more in love than Bahrom in the fourth epic. This is not nonsense. We also begin with a brief analysis of the levels of love from Bahrom. The system of the trinity of the fourth epic "Khamsa" - the lover (Bahrom) - the lover (Dilorom) - the rival (Bahrom's lust, arrogance) interprets "avom ishqi" according to the theory of love in "Mahbub ul-qulub".[5]

In fact, although Bahrom was the king of the country, he was weak in love. Love does not choose any degree or class. Just as we mentioned above, love comes to some extent from the demand for love. Accordingly, in the personality of Bahrom, domination over the people, indulgence, lust, arrogance prevail. His main occupation is hunting animals, which, at the behest of fate, are destroyed during the same hunt. When he sees his girlfriend for the first time, he falls in love and suffers for a while. In the twelfth chapter of the epic, King Bahrom falls in love with the artist Moni when he hears Dilorom's tree. But this suffering will continue until the end. When he pays China a year’s rent and tries to get it, the archon backs out of the state’s mind. They ask him not to shoot himself in the lungs and destroy the people and the country. But Bahrom does not change his mind and buys Dilorom. Hazrat Navoi considers Bahrom's desire for Dilorom visal to be a desire of the nafs. When I bring Dilorom to the palace, this flame of love goes out. Bahrom succumbed to lust and, in a drunken state, punished Dilorom. When he regained consciousness, he was remorseful. The lover was suffering from separation, he was burning with the desire to find his lover anyway, to make a fuss. When he leaves Dilorom, he hears seven stories from seven strangers. In the XXXIII chapter of the epic, King Bahrom hears the tree of his life from the story of Dilorom. Bahrom finds Dilorom again, reaches his goal, but the king who has ruled the country cannot control his lust. A lover given to hunting will drown himself in the blood of innocent animals.

Navoi emphasizes that in addition to defeating Bahrom in love, he also failed to be a just king. In the fifty-ninth chapter of the epic, the poet narrates the story of Bahrom Gor. It shows that the whole nation was ruined because of greed. King Bahrom gets lost in the hunt and enters someone's tent and becomes a guest. The host entertains the king with a single loaf of bread and water. When Bahrom Gor asked the reason for so much poverty, he said that the ruler of the country was not aware of the plight of the people, and that the officials used it to indulge in greed:

Xayli ochibon tama ogzini keng,

Ayladilar mulkni yer bila teng[6].

In the eyes of King Bahrom, a palace appears. The rooms of this mansion were in ruins. When he was asked what had happened to this ruin before, they replied that the palace was surrounded by a garden. The reason for this situation is the plunder of the people's property by the tyranny of the times. Tama, that is, the confiscation of property from the people, was the result of the tyranny of the king. So Bahrom can be fair neither in love nor in the kingdom.

Havas love, that is, figurative love, is characteristic of Farhod and Majnun. Literary critic Uzak Jurakulov says that the path of two lovers differs according to "ahl namaz" and "ahl niyaz". The concept of love in "Farhod and Shirin" is based on the path of "Ahl-e-Namaz" (ie Ibrahim Adham). The lover in the play - the lover - based the rival trio on the same status. The road leading to Farhod's mistress is full of hardships. He, like Abraham Adham, moves along a certain map. Risk does not play a major role in its activities."[7]

In fact, although Farhod and Majnun were born with love, the path leading to the mistress is different in that they are two different things. Farhod moves along a certain map and death is his final destination. The lover, on the other hand, was a mockery of true love for Allah. In "Farhod and Shirin", he sees his lover, who was born with love, in a window hidden in a box in the Chinese treasury, and immediately loses consciousness. In search of him, he finds him in the Armenian land, but just as Shirin was a tool in the path of love, so is Farhod's rival Khusrav. We do not observe that Fahod and Shirin lived happily ever after after their "first meeting". On the contrary, love ignites again and turns into pain. The lover and the lover are given more to understand each other, to explain their love. The real rival for Farhod's love was his life, he had to overcome a certain level of trials in order to achieve visal. In particular, the dragon defeated by Farhod, Ahraman the giant, the iron man are not just imaginary, mythical images, but satanic symbols. Farhad is born with love at birth and is purified by this love. The purification of the heart and the divine nature of love are also special sciences. Bani, Moni, and Koran symbolically taught the secrets of purification to Farhad. At the same time, such masters as Socrates, Hizr, Suhaylo also played an important role in Farhod's development as a perfect human being. Suhaylo is also a "wise and vigilant" man, who informs Farhod of the obstacles he must overcome - the dragon and the giant. The dragon is a symbol of lust, a symbol of a giant kingdom. Suhaylo presents Farhod with straw oil to defeat the dragon …… He is a symbol of love ".[8]

Having overcome all the hardships, Farhod will not be able to achieve visas until the end of his life. In the plot of the epic, in Farhod's work, the vision is given that he sacrificed his life. In Navoi's epics, lovers such as Farhod and Majnun find love only in death.

"The Majnun road from Niyaz has a completely different construction. His journey is not as well planned as Farhod's. The whole activity of the madman is based on absolute risk. There is only love for the insane. Everything else is a tool. It is not based on an event in the resolution of any issue. Therefore, Ibn Salam, Majnun's opponent, is also very passive[9].

Layla, who is a joke for the insane, is also a vehicle. In "Layli and Majnun", the "first meeting" takes place at school, in the garden of enlightenment, when the lover and the mistress are very young. The madman is given to the june, reaches a point where he cannot stand without seeing Layla, takes the name of the madman, that is, the first meeting serves to ignite love, to reach its peak, not to be a temporary bliss. Although Ibn Salam may seem like a rival to the insane, a real rival cannot even serve as a medium. Accordingly, one appears in the plot of the work and goes out quickly. When his father decides to give Layla to Ibn Salam, a separation occurs. The madness of the madman, the lure of love, is so strong, his love for Layla is so strong that he forgets even to eat or drink. The very fact that he has made friends with animals after crossing the lust dog is a sign that he has entered a world of lust and people, a special world. Navoi likens love to chemistry, that is, a pearl, a dazzling light. It was this love that melted Majnun's body and made him lose his humanity, that is, his human desires. For this reason, Majnun befriends the animals in the desert, forgetting all human desires. “According to Sufism, man is made up of two opposing principles, the nafs and the soul. The nafs is a symbol of worldliness, and the soul is a divine blessing. If a person's desires are strong, then if animalism and spirit prevail, then divinity develops. ”[9]

Navoi shows that Majnun's love is ruled by love, not love, to the extent that it does not obey any rules. For Majnun, who is submissive to his love, the vision is achieved at the cost of his life, just like Farhod, his opponent is his own life.

In creating the image of Alexander in Saddi Iskandariy, Hazrat Navoi relies on the source of the Qur'an. From this point of view, the lover differs from Farhod and Majnun. The path described in "Saddi Iskandariy" is the path of sincerity, and its artistic interpretation is directed to the interpretation of "sincere love". Indeed, unlike the images of Farhod and Majnun, Alexander interprets sincere love. This is because the author uses traditional folk legends as a tool in the depiction of Farhod and Majnun, while relying directly on the truth of the Qur'an in the creation of the work about Alexander. According to the imitation of the Qur'an, Alexander was, first of all, a real man who lived in history. Second and, most importantly, literally sincere. That is, the lover of the Truth, who performed the task commanded by Allah without hesitation, with infinite love for the Creator.[10]

When Navoi gives Alexander as a lover of the truth, it means that his opponent is the world. He will have to leave this world in order to reach Allah. Even when he leaves, following the instructions of Allah. It is from this fact that he described Alexander. In Saddi Iskandariy, Alexander is an ideal ruler who seeks to study the mysteries of the world and to establish justice on earth. For Alexander, the lover is Haqq himself. In the right play there are images of women like Ravshanak, Mehrnoz, Chin beauty. But they did not fully fulfill the function of mazhar in their love for Allah. As long as Alexander existed, he was in love with the power of Allah, knowledge and enlightenment. He leaves the world with the right conclusions.

While touching the epic, the poet does not intend to write the history of Alexander, but to reveal the essence of the events related to Alexander. The title of the work is also unique. Alexander, who took many countries and established peace, tranquility and justice there, is not a historical Alexander, but a completely different person - a just, wise, great humanist. Alexander saw that the people of Qirvan were suffering from the cannibal Gog and Magog, and at their request he built a wall to block the way of these savages living on Mount Qaf. The wall is called "sad" in Persian. That is why this wall is called Saddi Iskandariy-Iskandar wall. Symbolically, it is the wall between good and evil. “At the same time, Gog and Magog are a symbol of insatiable and insatiable desires. Alexander built a wall in their path and blocked their way.[11] 12According to Navoi, Gog and Magog is not only a symbol of lust, but also a symbol of ignorance. Far from being human, they are ugly creatures. In general, it is easy for Alexander to defeat such diverse opponents. Whichever country Alexander conquered as a just king, he generously forgave the people of that land. “The image of Alexander seems to be a symbol of the will, dreams and will of the people. He heals the wounds of society like a wise doctor. ” [12]13For example, when Kashmir was conquered, when the oppressed people wrote a letter to its king Mallu, asking for Alexander’s well-being, he showed mercy. Alexander orders his soldiers not to torment the people, not to covet anything from anyone. He said that anyone who lusted after an inch of thread would be hanged by the neck with the same thread, but some people could use it if the local people voluntarily gave the "wealth of salvation". “In the same way, a just king is an image system. In the historical-allegorical chronotope (space-time) the image of a just king moves. The system of historical places in the work, such as China, India, Turkestan, Iran, acquires historical significance by combining with the qualities mentioned in the Qur'an. The fact that this plot line coincides with the story of Dhu'l-Qarnayn in Surat al-Kahf (his journey first to the West, then to the East, building a wall against the Gog and Magog box) emphasizes the idealism and historicity of the image, as well as the idea of a just king universalized in the metaphorical layer. [13]The image of a just ruler is thus comprehensively based on Navoi's pen.

Alexander, a perfect man, as well as being a just ruler, exalted science, always rediscovering the world, carrying with him scholars like Aristotle. Although the conquered countries could not take their wealth with them, they reached the level of governorship by studying all the sciences and establishing justice on earth with the knowledge of prophethood.

In the epics of "Khamsa", the images of "lover-lover-rival" in essence approached the divine sources, and the love for the lover was truly directed to Allah.

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BASIC ANALYSIS OF THINKING

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ABSTRACT

In this article, the analytical operations of thinking operations theoretically illuminated and grounded. The basis for the conclusion is the initial judgments from which a new judgment is derived. This new judgment, obtained by logical means from buildings, is called a conclusion. Mental operations with visual-active and visual-figurative thinking are carried out with information that gives us emotional cognition in the form of direct perception of specific objects and their images-suggestions.

KEYWORDS: *Synthesis, Comparison, Object, Abstraction, Visual-Effective, Ontogeny, Discursive, Holistic, Contemplative, Contemplative Operations, Integration.*

INTRODUCTION

Analysis is the mental division of the whole. It is based on a desire to know the whole more deeply by studying each part of it. There are two types of analysis: the fragmentation of the whole as a mental fragmentation and the analysis of its individual characteristics or aspects as a whole as a mental isolation.

Synthesis is the mental connection of parts to a whole. As in the analysis, two types of synthesis are distinguished: synthesis as a mental combination of integral parts and synthesis as a mental combination of different signs, aspects, properties of objects and events.

Comparison is the mental identification of similarities and differences between objects and events, their properties or qualitative characteristics.

Abstraction (distraction) - the mental separation of important features or characteristics and at the same time abstraction from non-essential features; signs of objects and events. Abstract thinking is the process of distinguishing any moment, side, feature, or feature of a perceived object and considering them without associating them with other features of the same object.

Generalization is the process of mentally uniting an object or event on the basis of common and important features and attributes, reducing less general concepts to more general concepts.

Concretization is the mental separation of a particular feature or feature from the general, in other words - the mental transition from generalized knowledge to a single, definite state.

Systematization (classification) - the mental division of objects or events into groups or subgroups according to similarities and differences (separation of categories according to the essential sign).

All mental operations (action) take place not in isolation, but in various combinations.

1. Types of thinking

There are three main types of thinking that emerge sequentially in the process of ontogeny: visual-effective, visual-figurative, and verbal-logical.

Visually-effective (practical) thinking is a type of thinking that relies directly on emotional impressions from objects and events of reality, ie. their main image (sensations and perceptions). In this case, there is a real, practical change in the situation in the process of concrete actions with specific objects. This type of thinking can only exist in the context of direct perception of the area of manipulation.

Visual-figurative thinking is a type of thinking characterized by reliance on ideas, ie. works with secondary images of objects and real-life events, as well as visual images of objects (drawings, diagrams, plans). Unlike visually-active thinking, the situation here changes only in terms of internal (subjective) appearance, but at the same time the choice of the objects themselves and the most unusual and even incredible combinations of their properties will be possible. Visual-figurative thinking is the basis for the formation of verbal-logical thinking.

Abstract-logical (abstract, verbal, theoretical) thinking is a type of thinking based on abstract concepts and logical actions with them. Mental operations with visual-active and visual-figurative thinking are carried out with information that gives us emotional cognition in the form of direct perception of specific objects and their images-suggestions. Abstract-logical thinking, because of abstraction, allows the creation of an abstract and generalized picture of a situation in the form of thoughts, viz. concepts, judgments and conclusions expressed in words.

This type of thinking develops consistently from content to conceptual in the process of ontogeny.

Adult thinking includes all three types of characters: objective-effective, visual-figurative, and conceptual. The proportion of this type of thinking is determined not only by age but also by individual characteristics and is related to the dominance of one of the hemispheres. The predominance of effective and visual-figurative thinking belongs to people with dominant activation of the right hemisphere, such people succeed in technical activities, geometry and drawing are easier for them, they are prone to artistic activity. People with a predominance of the left hemisphere are more successful in theoretical, verbal-logical thinking, they are more active in mathematics (algebra), scientific activity ... will be. Advanced practical thinking “quickly understand a difficult situation and find the right solution almost instantlyability ”is commonly referred to as intuition.

Intuitive thinking is characterized by the speed of the course, the lack of clearly defined stages, low awareness, and vice versa. discursive, step-by-step, conscious thinking. The high speed of solving intuitive problems is associated with the reconstruction of logical and figurative thinking processes. Of particular importance is the operation of difficult situations (complexity of the situation, lack of time, the need to take into account the opposing forces, high responsibility for each decision). It is these indicators that characterize the work of the doctor. Therefore, in the practical activity of the physician, all these types of thinking are manifested in unity.

Creative and critical thinking. If we look at thinking in terms of novelty, the specificity of the problem being solved, we can distinguish between creative thinking (productive, divergent, creative) and reproductive (reproductive, convergent). Creative thinking is thinking that is the result of discovering something radically new or improved in solving a problem. Guilford, a well-known researcher of creative thinking, has identified four key factors in creativity.

1. Uniqueness describes the originality of creative thinking, an unusual approach to a problem, the ability to respond non-standardly.

2. Flexibility - the ability to respond differently, to share quickly.

3. Integration as the ability to take into account several conflicting conditions, small buildings or principles at the same time.

4. Sensitivity as the ability to sense subtle details, similarities or differences.

While studying creative thinking, Torrance found that creativity peaks in childhood (3.5 to 4.5 years), then in the first three years of school and before puberty. Later, its downward trend was noted.

As barriers to creative thinking, often unconsciously, conformism (the desire to be like everyone else, the fear of separation. So there is an internal censorship - a person rejects everything that may not be accepted by other people) ; rigidity - the desire to think, to go the beaten path, to solve problems in the usual way, to be overly motivated, the desire to find an immediate answer also often forces a person to use the first solution that comes to mind. The rule is not innovative.

Critical thinking is the examination of proposed hypotheses to determine their scope. We can say that creative thinking gives rise to new ideas, and critical thinking reveals their flaws and shortcomings.

Based on all the above, the following qualities can be distinguished in the description of thinking: depth-superficiality; width-narrowness; speed - slowness; flexibility - rigidity; originality-insignificance.

1. Basic forms of thinking

Concepts, considerations and conclusions are the main forms in which mental operations are performed in abstract thinking. A concept is a form of thinking that reflects the most general and important features, expressed in words, an object or event of the objective world. Concepts are based on our knowledge of these objects or events. It is common to distinguish between general and individual concepts.

General concepts are concepts that cover the whole class of the same objects or events with the same name. Common concepts reflect features that are specific to all objects, combined with the relevant concept.

Any general concepts arise only on the basis of one thing and events. The method of forming concepts is a movement from the particular to the general, viz. by generalization.

The basis for the formation of concepts is practice. Often, when we lack practical experience, some of our understanding is distorted. They can be unnecessarily narrowed or widened. w ni differentialitian concepts are formed through personal practical experience. Visual-figurative connections play a key role in them. Scientific concepts, which are formed with the leading participation of formal-logical operations, their definition is formed by general differences.

In logical relations, only comparable concepts can be found. Physician's diagnostic errors, for example, may be related to a violation of the logic of thinking in terms of a particular disease - an overly broad or very narrow understanding of the content and scope of the concept. reef replacement. With a description with a list of individual symptoms of the disease.

The mastery of a concept is not only the ability to name its signs, even if it is very much, but also to apply the concept in practice, viz. to be able to operate on them. One of the most important points in mastering a concept is to understand it. Sometimes using a concept, we don't fully understand its meaning. This means that understanding comprehension can be seen as the highest stage of concept formation, the link that connects concept and understanding.

Judgment is a form of thinking that reflects the connections between concepts expressed in the form of affirmation or denial. If the concept reflects a set of important features of the objects, listing them, the sentence reflects their connections and relationships. Usually judgment (e.g., red rose) consists of two concepts - two terms of judgment: subject (Latin subjectum - subject), viz. something that is affirmed or denied in a judgment, and a predicate (Latin praedicatum - predicate), viz. verbal expression of approval or rejection.

In general considerations, something is affirmed or rejected on all objects of a particular class or group (e.g., all fish breathe with gills). In private judgments, this applies to certain members of a class or group (e.g., some students are excellent students). A single judgment is a judgment that confirms or denies something on a subject (e.g., this building is an architectural monument). That is, any judgment can be right or wrong. true or false.

In the process of working with different considerations using certain mental operations, another form of thinking emerges - drawing conclusions.

Conclusion - This is a form of thinking through which a new judgment (conclusion) is obtained from one or more judgments (buildings). Conclusion is the highest form of thinking and is the formation of new judgments based on changing existing ones. Conclusion is based on concepts and considerations as a form of thinking and is often used in theoretical thinking processes.

Any conclusion consists of grounds, conclusions, and conclusions. The basis for the conclusion is the initial judgments from which a new judgment is derived. This new judgment, obtained by logical means from buildings, is called a conclusion. And a very logical transition from buildings to the conclusion is the conclusion. The logical consequence relationship between buildings and conclusions implies a connection between buildings in terms of content. If the judgments do not depend on the content, it is impossible to draw conclusions from them. When there is a meaningful connection between buildings, we can gain new real knowledge if two conditions are met in the thinking process: the buildings must be correct and a certain inference rule must be followed - thinking methods.

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UNIQUE PRINCIPLES OF CEREMONIAL FOLKLORE

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ABSTRACT

The article deals with the scope, composition, unity of form and idea, weight, originality of parallels in the verses, continuity of the content of the quartets, local character, and connection with the folk expression of the songs "yor-yor" performed at the wedding. , the sensitivity of rhythm and melody in the performance process is analyzed.

KEYWORDS: *Parallelism, Irony, Poetic Rhythm, Local, Melody, Art, Rhyme, Rhyme, Genre, Composition, Quartet.*

INTRODUCTION

The circumstances of a person's birth, life, and death are regulated by rituals, that is, the transition of a person from one stage of life to another through various family ceremonies (holidays, weddings, and small gatherings) linked, approved. In general, the various life lines, arguments, and human perspectives in ceremonies sociologically introduce, educate, and form the criteria of the national school, while from a scientific point of view; ceremonies are a means for the survival of folklore has a specific value as. The history of the emergence of samples of folklore, genetic features, local or non-local criteria, dialect layers are reflected in the ceremonial folklore.

The ceremony is measured by the diversity of folklore, dramaturgy, artistic and stylistic coloring, the diversity of their performers and participants. Ceremonial art is not only a unique artistic monument of the nation's culture, but also a coherent system that ensures the stability of future living standards, international notions of time and space. There are three ceremonies in human life: the "cradle wedding" ceremony (the birth of a person), the "marriage wedding" ceremony (the transition of a person from one status to another), and the "death" ceremony (from the existing world to another world) tooth) performs important functional functions. The oral tradition performed at these ceremonies is adapted to these tasks. Because songs are the basis of oral tradition, their level of study is just as important. It's no secret that "yor-yor" songs, especially at weddings, excite young and old alike and connect them to their thoughts for a moment.

Researchers R.Nosirov, A.Musakulov, I.Hakkulov, M.Ruziyeva, M.Jurayev, M.Murodova, L.Khudoykulova, M.Yokubbekova studied samples of folklore in different aspects and There are some scientific conclusions about the genre of "yor-yor".The Yor-Yor genre is usually thought to consist of separate quartets. In fact, most of the specimens in this genre have this feature. So, they would only resort to this as a last resort.

Oq ko‘ylagim yengini,

So‘kdim ona, yor-yor.

Oq sutingga rozi bo‘l,

Ketdim ona, yor-yor. (3: 80)

Yoki:

Payg‘ambarining qizini,

Kim ko‘ribdi, yor-yor.

Ota-ona mehriga,

Kim to‘yibdi, yor-yor. (2: 152)

Bands like such poems are relatively loosely placed. Our observations show that some points are logically connected. In that case, they will have to come in a certain order.

Qora-qora qo‘zilar,

Qo‘yni boshlang, yor-yor.

Qalam qoshli yangalar,

O‘lan boshlang, yor-yor.

Qiziqtirib aytsangiz,

Bizning bilan, yor-yor.

Yig‘ilishib qudalar,

Tanga tashlar, yor-yor. (2:130)

In the verses, the logical center of "death" connects both points. Importantly, it is clear that this sequence was created out of a logical need.The internal logical connection of the bands is also closely related to the properties of the object in the image. Accordingly, in this case, the sequence of interrelated clauses can last from two to three clauses to seven to eight or even ten to twelve clauses.One of the traditional forms of "yor-yor" begins with a direct dedication to Alloh. This is where hierarchical logic comes into play. It continues the main links of this chain in the form of "Alloh - Bismillah - the Qur'an", "Alloh - Prophet - Ummah".In the second series of "yor-yor" the principle of uniting in one compositional method prevails. Their main feature is related to the logical continuation of the artistic intention put forward in the first verse in the following verses:

Yor-yoraytibkelaman,

Bilasizmiyor-yor,

Yor-yorimningqadriga,

Yetasizmi, yor-yor.

All of the following paragraphs begin with a repetition of the first verse as a sign of connection to this category.

Yor-yoraytibkelaman,

Yo'lberinglar, yor-yor.

O'lanchiningpiriman,

Qo'lberinglar, yor-yor. (2: 162)

The same thing applies with descriptions. It constantly mentions certain positive qualities of the bride or groom (sometimes even humorous images).

Birximchaikamarday,

Belibordir, yor-yor.

Tolximchailarzonday,

Bo'yibordir, yor-yor.

O'nto'rtkunlikoydayin,

Ro'yibordir, yor-yor. (2: 48)

In this type of rhyme, the logical connection is once again strengthened in composition by means of rhyme. As a result, the logical sequence between the bands provides a very strong sound supply.

Although the Yor-Yor quartets have a logical sequence and continuity in content, they are unique in their compositional form. RakhmatullaNosirov has made a special mention of this in his scientific work and scientific articles. (3: 33-35)

Sepoyagasutqo'ydim,

Achisindeb, yor-yor,

Qarindoshgaqizberdim,

Yolchisin deb, yor-yor.

Qarindoshimorzulab,

Qudabo'ldi, yor-yor,

Oxiridayomonlab,

Judo bo'ldi, yor-yor. (3: 33-35)

Both of the above four are logically coherent. That is, milk whiteness is a symbol of happiness. But his anger is not good. Giving a girl to a relative with good intentions results in the loss of a relative. According to the content of the two quatrains, they have a separate compositional appearance.The first quartet is thematic-psychological parallelism, and the second quartet is rhythmic-syntactic parallelism.Parallelism is widely used in folk songs to create a unique poetic image in bytes. (1: 447)

When studying the composition of the four verses, it is necessary to pay attention to the logical connection, connection, or contradiction of the first two verses of the verses of the quartet with the next two verses. This is reflected in the relationship between the poetic image and the poetic detail.The text of the poems is also divided into several groups according to the content of the traditional motifs in the poems. Such divisions make it possible to illuminate the composition of the jars. One of the main motives in the songs is the sadness of the girl, who is being transferred to another room as a bride.

Tog‘datoychoqkishnaydi,

Otbo‘ldim deb, yor-yor.

Uydakelinyig‘laydi,

Yotbo‘ldim deb yor-yor. (2: 150)

The quartet depicts the mental anguish and grief of a girl who loses her parents' home and is sent to a strange home. This is expressed through spiritual parallelism. The content of the first verses of the quartet is essentially the same as that of the rest of the verses. Because the mare is happy to have a horse. The girl is in a bad mood because she is a stranger and is going to another house. But in both cases there is a reality.That is, a horse becomes a horse when it reaches puberty, and a girl enters a new life as a bride when she reaches puberty. In addition, the positive situation in the first verse serves to reveal the essence of the negative situation in the second verse and to increase the power of thought. The parallelism in the song creates a connection between the first byte and the unexpected basis in the second byte. On the surface, they are not connected. But it is logically linked to the main idea. Such internal logical connections are very common in examples of folklore.The frequent occurrence of such parallels in Yor-Yor's songs reflects its peculiarities. In the songs, parallelism is seen in several ways: the comparison of natural phenomena and details of life, the depiction of things in general, and the psychological connection of a person through psychological connections. Artistic means such as analogy, adjective, exaggeration, irony, metaphor and metonymy, allegory are used for such imagery. Figurative expressions with figurative expressions form parallels. This will increase the impact of the song.

Darchadagiqaychini,

Zangbosibdi, yor-yor.

Ketadigansinglimni,

G‘ambosibdi, yor-yor. (5: 48)

It's a parallel between the four: rusty scissors and a sad bride. The bytes formed by spiritual parallelism have a logical connection between the poetic detail and the poetic image. Rusty scissors are a poetic detail that serves to more reliably express the mood of a sad bride. Rust - makes the scissors unusable. It's a natural phenomenon. And grief is an inner spiritual pain that destroys a person.Apparently, there are unique manifestations of parallelism in the "yor-yor" quartets, which reveal a person's inner feelings. At the wedding ceremony, the traditions, superstitions, conflicts in the spiritual experience, the simplicity of the artistic image, which are associated with the acquisition of a new status, are more fully expressed through parallels.

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ACTUALITY OF PSYCHOLOGICAL SUPPORT IN WORK WITH CHILDREN FROM THE RISK GROUP

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ABSTRACT

The article deals with the problems of psychological support (diagnosis and correction of deviant behavior). As well as the necessity of joint efforts of social institutions. The results of the control testing showed that most children have adequate and high self-esteem, an average level of physical and indirect aggression, a high level of communicative and organizational abilities. The collective of students and teachers within 5 months within the limits of qualifying practice professionally were engaged in the decision of these problems.

KEYWORDS: *Deviation, Deviant Behavior, Children At Risk, Psychological Support, Adaptability, Aggression, Social Protection, Social Institutions, Multi-Agency Approach.*

INTRODUCTION

The potential of personality, its social orientation, as you know, begin to form in childhood. The heterogeneity of the socium in the most diverse countries in the economic system and political system determines the presence in it of children from the risk group. Providing timely psychological assistance to such children is an important condition for correcting their social behavior and successful adaptation to existing standards. In Uzbekistan, the problems of children and youth are constantly in the eyes of the state - children are under the scrutiny of many social institutions.

Important priorities for the development of civil society in the process of establishing a democratic state in Uzbekistan are the creation of solid mechanisms to ensure the legitimate interests of citizens, especially children and youth, and their strong and targeted social protection. At the initiative of the head of state IA. Karimova and the successively enforced laws of the Republic of Uzbekistan - On Education, On Guarantees of the Rights of the Child, and the National Program for Personnel Training - are a necessary and reliable legal basis for obtaining education, for mastering the profession by interests and abilities, for manifesting creative and intellectual potential of youth. All this, in turn, is a condition for the all-round The second president of the Republic of Uzbekistan, Sh.M.Mirziyoyev, signed a resolution "On measures to improve the remuneration of employees of pre-school institutions." The new organizational structure of the Ministry of Public Education of the Republic of Karakalpakstan, the Central Board of Education of Tashkent, the structure of the Republican Center of Education of the Ministry of Public Education, the Republican Center for Professional Orientation and Psychological and Pedagogical Diagnostics, the standard structure of regional departments of public education and district (city) departments of public education.and harmonious development of young citizens.

Training seminars held in November 2018 in Fergana by the SOS Association of Children's Villages of Uzbekistan in cooperation with the Republican Center for the Social Adaptation of Children to train coaches were practical steps in realizing these tasks. The participants of the trainings were those who by their activity are connected with the system of social protection of children: secretaries of commissions for minors, guardianship and guardianship inspectors, inspectors for the prevention of juvenile delinquency, teachers of psychology at the Fergana State University, chief advisors to makhalla committees Fergana region (Fergana, Margilan and Kokand), as well as practices at the level of local communities - members of mahalla committees (mahala oilahchitsi), the deputy director of school psychologists, family doctors working in the territory selected mahallas. It should be emphasized that all these specialists, after passing the trainings, independently conducted similar seminars.

Within the framework of the project "Strengthening the system of child protection through strengthening the role of community mechanisms in preventing and responding to child protection issues in the Fergana region," a seven-day training seminar on "Social work in the system of supporting children and families" was held for the above categories of employees. The project geographically covered the Fergana region, the cities - Fergana, Margilan and Kokand.The organizers of the project were leading experts in this field, who, solving educational and creative tasks, conducted cially training using modern technologies for group and individual work: role and business games, individual and group presentations, interviews, etc.

As an analytical material, real stories and facts were received in studies on social work with children and adolescents. The objectives of the project were as follows:

 to promote the strengthening of the inter-agency approach in the child protection system in order to reduce the number of children sent to institutional institutions (de-institutionalization), to protect children from cruel and negligent treatment and to prevent child neglect and homelessness;

 to increase the capacity of specialists (training of trainers) of the social protection system in the Fergana region in order to better ensure the interests of children and families in need of protection and support;

 to strengthen interdepartmental interaction at the local community level in providing child and family protection services.

As an addition and continuation of practical measures to implement the project ideas, the work started by the specialists of the Fergana branch of the Center for Social Adaptation of Children in cooperation with the FSU, on the organization of a group of volunteers consisting of teachers and 10 students of the 3rd and 4th years of the Department of Psychology . The collective of students and teachers within 5 months within the limits of qualifying practice professionally were engaged in the decision of these problems. The participation of psychology students was aimed at the organization of an early crime prevention system capable of timely resolving the problems that arise in adolescents, as well as the formation of a sense of inclusion in society and involvement in active social activities.

According to role theories, a child in the process of socialization must master the most significant roles for him, but if this mechanism is violated, the compensatory mechanism may start working. The child is still mastering the roles, but already antisocial, for example, fights, hooligans, thieves, drug addicts and others, who are characterized by certain attributes. We noticed that the mastering of the role takes place in several stages. Initially, the child receives certain information about this role, the rights and obligations arising from it, learns ways to clarify the relationship, the mechanism for resolving disputes. Then follows the stage of accepting this role, when its realization takes place and personal meaning is invested in it. Then the role plays. It is important to get the approval of comrades to feel comfortable in this role. From the reaction of others largely depends on whether the unlawful act will be strengthened by attention, approval, praise of peers, or will not receive such reinforcements and will be condemned. In this case, the likelihood of such a wrongful act will decrease. For example, many teenagers noted that for those of them who first try alcohol or drugs, it is important not so much the desire to know their taste or action as the desire to feel themselves among themselves, to get rid of a sense of isolation and anxiety. The testers were offered an "Independence test", which allows to determine the degree of development of such quality as "independence", i.e. The ability to draw conclusions independently, defend your point of view, not to be influenced by other people's judgments. The processing of the forms with the answers revealed the following results: 11 people out of 27 respondents consider themselves as a dependent and insecure individual, dependent on the surrounding people.

The use of the projection technique "Completion of the sentence" (on egocentrism), which is strictly standardized, involves counting the number of uses of proper names - derivatives of "I". Its use revealed more than 6-7 mentions of the "I". It should be noted that egocentrism in adolescents is not an independent diagnosis, but only an indicator of the presence of deep, persistent personality problems. The expressed egocentrism is a consequence of many personal disorders: neuroses, psychopathies, accentuations of character, inadequate mental states. It is observed when a person has a feeling of inadequacy of his own "I" in comparison with other "I". As a result, there is a "fixation" on their own "I" and their problems - a person perceives the world around them through the prism of their own problems. This can be the basis for the manifestation of deviation.

Deviant behavior of a person can be described as separate actions or a system of actions that contradict the norms accepted in society and manifested in the form of imbalances in mental processes, inadaptability, violation of the process of self-actualization, or in the form of deviations from moral and aesthetic control over one's own behavior.

An important element of social deviations is the attitude of the individual to the violations committed by her. For the most part, this attitude has a self-justifying nature, in which the self-protective reaction of the organism manifests itself. Social psychologists have proved that people with deviant behavior tend to self-satisfaction of the psychological need to justify their actions and actions, no matter how socially dangerous they are. Moreover, due to the progressive degradation of the personality, the motivation for actions is reduced and lost, which leads to a complete loss of the person's desire for success. Primary deviation (the initial violation of social norms) goes to the secondary, and then to the construction of a deviant career - the process of ascent from weak forms of deviation to strong ones, for example, from domestic drunkenness to the commission of a criminal offense.

The basis for assessing deviant behavior of a person is his interaction with reality, since the predominant principle of norm - adaptability - is an adaptation to something and to someone, that is, to the real environment of the individual. The interaction of the individual and reality can be represented in five ways: adaptation, struggle (opposition), painful opposition, care and ignoring.

When opposing reality, a person actively tries to destroy the reality hated by him - to change it in accordance with his own attitudes and values. He is convinced that all the problems he faces are due to factors of reality and the only way to achieve his goals is to fight against it, to try to remake reality for oneself, or to maximally benefit from a behavior that violates the norm of society. At the same time, response from the side of reality in relation to such an individual is also opposition - the expulsion or attempt to change the individual, to adjust it to the requirements of reality. Confrontation of reality occurs in criminal behavior.

According to the famous psychologist G. Merton, the emergence of deviation occurs as a result of a gap between the cultural goals of society and the socially-approved means of achieving such goals. For example, not all people, due to certain socio-economic reasons, can get higher education or prestigious work, and the level of development of society will require highly qualified specialists. That part of the population that can not get the required level of education meets its educational needs, but already in a criminal environment.

The structure of individual deviant behavior consists of an act, motives and goals. The initial stage of deviation is the change in value orientations in various social groups, which is determined by the real socioeconomic conditions of the functioning of society. When in the market conditions some values (work for common good, friendship, mutual assistance, family) are replaced by others (the cult of money, idle way of life, etc.), a certain discrepancy arises between the necessary and proclaimed values and actually acting, between the planned goals and opportunities that exist for their implementation.

The study of the mechanism of social deviations shows that the factors that predetermine deviations from social norms are: the level of consciousness, morality, the development in the society of the systems of social regulators of human behavior and the formed attitude of society towards people violating the norms of morality and law.

According to the developed plan, psychologists together with employees and specialists of RCSAD, as well as teachers, gathered children from different schools of the city of Fergana (№4, №6, №9), who are registered, for psychodiagnostic work. Initial testing and interviews gave definite results, which served to correct the existing and make a plan for further work with adolescents. The testing was carried out according to the method "Verbal diagnosis of self-esteem of the person". As it turned out, out of 27 subjects, 11 people suffer from an inferiority complex - they have a low level of self-esteem.

They painfully perceive critical remarks, are not confident in themselves and in their capabilities, express distrust towards others. According to another method - "Assinger's test - an assessment of aggressiveness in a relationship" - the subjects demonstrated impulsiveness, causeless bullying, increased level of aggression and inability to control emotions. Of the respondents, 10 people scored more than 45 points, which indicates excessive aggressiveness, unbalance and cruel attitude towards others. They, nevertheless, hope to get to the "top management", counting on their own methods, to succeed, sacrificing the interests of others. Therefore, they are not surprised by the dislike of classmates, teachers, relatives, neighbors towards them and at the slightest opportunity they try to punish them. In 7 teenagers, explosions of aggressiveness are more destructive than constructive, they are prone to ill-conceived actions and fierce discussions. Such adolescents treat people disdainfully and provoke conflict situations that they might well have avoided. According to the diagnostic results, children who needed medical help were sent to the doctors for examination and observation.

Students of the faculty of physical education as a preventive measure introduced children to sports. Pedagogically neglected teenagers, with problems in teaching, the students were bailed out and assisted in the fulfillment of study assignments, the preparation of independent and creative works. For teenagers, the following trainings were conducted: "Personal growth", "Rights and responsibilities of adolescents", "Overcoming barriers in communication", "Managing your emotions", "Ways and ways of conflict resolution", "Aggression and how to overcome it?", "Development abilities "," My future profession "," Mastering social skills ".

Involving teenagers in the work, students on the basis of school № 6 of the city of Fergana and the House "Mekhribonlik" of the city of Margilan organized various kinds of activities for children of social and legal risk, for boys and girls who found themselves in a difficult life situation. As the study showed (filling out questionnaires, testing, interviews, working with parents, interviews, discussions, studying documentation and demographic data), most of them come from socially disadvantaged families, or they are children left in the care of grandparents or whose parents are outside the republic, leaving them in the orphanage. The feeling of deprivation, sometimes the oblique glances of others, make them "defensive" with socially unacceptable methods. And here they are "difficult", aggressive, put on the record by the employees of the affairs of minors, they dream of being listened to, helped, interested, they want to experience a sense of belonging to the society.

As a result of the work done, the following conclusions were drawn. Deviations in the behavior of adolescents from social norms occur because minors often simply do not know them. Consequently, the main focus of the work was informing adolescents about their rights and obligations, about the requirements of the state and society, to comply with the social norms set for this age group. This can be done through the media (print, radio, television), with the help of cinema and theater, and also through the system of socio-psychological training, with the goal of forming a sense of justice in the adolescent, raising his level of education, mastering moral and ethical norms of behavior accepted in society. The results of the control testing showed that most children have adequate and high self-esteem, an average level of physical and indirect aggression, a high level of communicative and organizational abilities. Extremely attentive attitude and timely, competent psychological support and correction lead to positive results in working with children from the risk group. The coordinated, joint efforts of all social institutions can enhance this effect. This is in line with the strategic objectives of the development of Uzbek society and the goals of specific work on the social protection of such children.

The wise Uzbek proverb says: "There is only the wrong way, but there is no desperate situation." In education there are no hopeless provisions, as there are no incorrigible people, who can be considered as "finally spoiled." As experience shows, unlawful acts are committed more often by those who have serious defects in the spiritual world and behavior, moreover, to eliminate them is a very difficult task, requiring an integrated approach and long efforts.

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METHODOLOGY OF TEACHING ELEMENTS OF RHYTHMIC GYMNASTICS IN PHYSICAL EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article describes the tasks of preschool education organizations to combine elements of rhythmic gymnastics in physical education classes in the form of dance, without the body, walking with objects, jumping, a series of exercises that require flexibility with music.

KEYWORDS: *Gymnastics, Exercise, Rhythmic Gymnastics, Walking, Jumping, Exercise, Flexibility, Music, Physical Qualities, Body Movements.*

INTRODUCTION

Today, physical education and sports are becoming one of the priorities of the world community. Gymnastics is one of the most important sports in the physical education of children. In the framework of the broad political and social reforms in the life of our country to improve the quality of education and upbringing in preschool education, the creation of advanced pedagogical, psychological and information and communication technologies and the necessary conditions for the educational process Extensive work is underway. Article 8 of the Law of the Republic of Uzbekistan "On Education" defines the tasks of physical development of children in the process of preschool education and upbringing. President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021", "On measures to radically improve the management of the preschool education system", President Shavkat Mirziyoyev's Address to the Oliy Majlis and the People of Uzbekistan set tasks to form physical characteristics from the moment a child is born. This is the basis for the use of gymnastics in the physical education of children.

APPLICATION AND METHODS OF ALL EXERCISES IN RHYTHMIC GYMNASTICS

Gymnastics - games, sports tourism, as well as physical education. Its main function is to provide general physical preparation for various life activities. In addition, the ability to control one's body or control the movement of body parts can solve special tasks, such as correcting physical defects in the body. Today, the peoples of the world are critically studying the system of gymnastics, discarding the useless and using its benefits in a scientifically integrated manner in the context of physical education. All exercises can be used in gymnastics. It is actually used in the form of the following exercises.

a) Purification and re-purification exercises: these exercises solve rational tasks of purification, posture, team obedience, posture and other tasks;

b) Basic exercise: this exercise is used to develop all or part of the body in general or in isolated parts, it is convenient for the rapid formation of motor skills; Article 8 of the Law of the Republic of Uzbekistan "On Education". Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis and the people of Uzbekistan dated 23.09.2020. 29.12.2020.

c) free exercises: this name refers to exercises that are organized in the form of a combination of actions performed under music. If we observe the movements of the freestylers, we will see that the movements are falling to the rhythm and tempo of the music, or that it is delicate and beautiful, and that the reserve of human movements is very unique;

g) Necessary life-practical exercises: walking, running, jumping, throwing, climbing, lifting weights and a number of other exercises. These are the main tools in the development of physical qualities;

d) Exercises performed on special gymnastic slings: exercises performed on perekladinadi, brusa, mining, solo, etc. They develop strength, agility, joint mobility, muscle elasticity, mental and other qualities;

e) Acrobatic exercises: hand-to-hand, side-to-side rotation, randat, flyag and a number of other individual and group exercises. They develop basic, essential, life skills and skills. It is a leading tool in improving sports skills and for general physical training;

j) Rhythmic gymnastics: is a dance-type, non-physical, physical exercise that involves a series of exercises that require walking, jumping, and flexibility, and is understood to be performed in combination with music, and is a separate type of sport.

Rhythmic gymnastics should use music that is simple in form and content, cheerful and refreshing. Popular music, dance and movement melodies, waltzes, merry tunes, and modern popular songs are recommended. The educator should be able to position the trainees in a purposeful way before adding music to the lesson. It is also important to pre-determine when to include music in the process. As we listen to the music, each of us feels a pleasant beat that is repeated in rhythm, which is called metric melody in music. The metric tone can be used to beat the music. It is recommended to count "1" and "2" before dancing, as each dance step consists of four movements. Each movement takes place in one-eighth. You can record the exercise based on the tactics, or you can do it by changing the position. Many of the movements in rhythmic gymnastics are slightly different from those in classical and folk dances. However, rhythmic gymnastics has a number of unique elements, the technique of which is radically different from the technique of choreographic exercises. Such elements include spring movements, exercises such as "waves", jerks, some types of walking and running, as well as special jumps used in choreography. All of these elements are widely used in freestyle. For springy movements, the first stage of the movement is characterized by the simultaneous bending of several or all the joints of the body, and the second stage is the simultaneous stretching. Bending and bending is done with tension. The spring-like movements of the hands are performed in a variety of initial positions. The arms are flexed in the direction of the torso at all joints (from the first phalanx of the fingers to the shoulders). The wrists should rotate over and the elbows should bend, with the club head bring behind. Handwriting occurs with tension in all joints at the same time. Initially, the arms were outstretched. Bend arms 1-2. 3 write. 4-pause. Initially, the arms were extended to the side. The above actions are repeated again. The spring-like movements of the hands are characterized by force and tension and are performed in a variety of situations: arms in front, sideways, up and down. The arms should be bent in the same direction as before, without twisting the wrists and paws. Bending at all joints should be done with tension, as if overcoming resistance. The head bends slightly forward. The writing on all the joints is done with force, with the head slightly raised. Spring-like movements with the legs. It is done by standing on the half toes, joining both toes and knees. Sit with your toes halfway down the heels so that the pelvis rests on the heels. The legs return to the original position by writing. The spring-loaded movements can be performed in different positions, sitting and semi-sitting.

CONCLUSION

In short, regular gymnastics improves blood circulation in the tissues, lowers blood pressure, improves the functioning of the cardiovascular system, increases the respiratory capacity of the lungs, improves metabolism, the central nervous system. and has a positive effect on the mental state of the neuromuscular apparatus, increases its vitality, confidence in its own strength and inspires. The gymnastics system is constantly evolving and growing. Scientific research and observations show that some exercises are being restructured, updated, and some are being strengthened and improved.

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REPRODUCTION ECOLOGY OF THE GENUS MEROPS IN UZBEKISTAN

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ABSTRACT

The aim of the research is to study the reproductive ecology of golden european bee-eater-Merops apiaster and blue-cheeked bee-eater -Merops persicus from birds of the genus Merops in Uzbekistan on the example of their nesting sites, nest structure, reproductive efficiency and factors influencing it. As a result of the study, the ecological characteristics of bee-eater-Merops nesting sites in Uzbekistan were described, the structure and characteristics of nests were determined, the number and size of eggs, reproductive efficiency were studied and factors negatively affecting reproductive efficiency were assessed. The study of the ecological features inherent in the reproductive cycle of the Merops generation will allow them to reduce the damage they cause to conservation and beekeeping.

KEYWORDS: *Reproductive, Beekeeping, Species*

INTRODUCTION

The protection of wildlife, including birds, is a topical issue that can be addressed through an in-depth study of the ecology of the species, a proper assessment of its importance. It is known that in different parts of the range of the species there are some differences in the course of its life cycles, in nature and in economic importance. On this basis, it is necessary to study the ecology of migratory species, especially *M. apiaster* and *M. persicus*, within their range.

In Uzbekistan, the reproductive cycle of *M. apiaster* and *M. persicus* is unique. In the literature, there are many materials related to the proliferation of *M. apiaster*. However, in Uzbekistan, nesting stations of *M. apiaster* and *M. persicus*, nest structure, reproductive efficiency and factors influencing it, etc. are not sufficiently studied, and the available materials are not focused on the protection of these species [2,6,7,8,9] .

Materials and methods. Research materials were collected from Bukhara, Samarkand, Surkhandarya, Fergana, Tashkent regions and the Republic of Karakalpakstan. Commonly used zoological, ecological, questionnaire, visual and methodological methods were used in the research [5]. 248 nests of *M. apiaster* and 84 nests of *M. persicus* were studied. Materials on the reproduction of birds were collected based on the study of 20 of their nests.

Results and its discussion. When the course of the reproductive cycle in *M. apiaster* and *M. persicus* was studied ecologically comparatively, it was observed that they had similarities and differences. In particular, it was found that *M. apiaster*'s colonial nests were often colonized in various gullys and steep gullys in the mountains and foothills, and in the plain zone on the steep banks of water bodies and on the walls of various quarries. *M. persicus* nests, on the other hand, are often found in the side walls of quarries, in the inner walls of canals, ditches-collectors, and on the sides of soil piles removed from them, at the edges of fields, and on flat surfaces.

Not all nests built in the form of a colony are used for reproduction. Usually the number of unused nests in older colonies is greater than the number of used nests.

Unlike other bird species, bee-eaters build new nests every year. This situation can be explained by the following: as a result of the decay of the remains in the chamber of the old nests, an uncomfortable environment is created in the nest; the nest will be occupied by other bird species or other animals; as a result of various abiotic and biotic effects, the entrance holes of the nests, the access roads, and the nest chambers become unusable as a result of erosion.

According to VT Butev, the number of nests in the nesting colonies of *M. persicus* varies in different parts of the nesting area, up to 100 m. sq. Oscillates from 0.8 to 25 [1]. The distance between nests in the nest colonies we studied was 20 cm. and 300-400 cm. occupied a distance of up to. These differences in nest densities are inextricably linked to the species’s demand for trophic and topical factors, the degree of protection of the nests, and the amount of space available for nest construction.

The height and depth of the nests above ground level vary according to the characteristics of their location. In both species, the height of the entrance to the nest above ground or water level, as well as the location (low) of the entrance to the nest relative to the ground surface, are variable and can be assessed as an adaptation to maintain the appropriate temperature and humidity in the nest. A similar pattern applies to the studied nests of *M. persicus* (Fig. 1, Table 1).

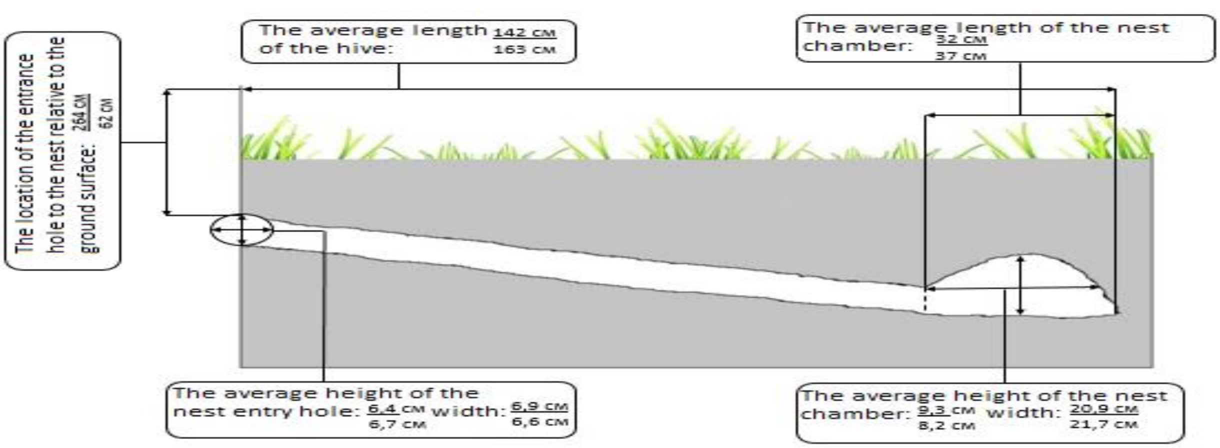

Figure 1. Average size of nests: *M. apiaster* nest in the numerator and size of *M. persicus* nest in the denominator

TABLE 1. COMPARATIVE DESCRIPTION OF THE STRUCTURE OF M. APIASTER AND M. PERSICUS NESTS (N=20)

Average number of nests (in cm)	*M. apiaster*	*M. persicus*

The length of the access path to the nest	142 (68-170)	163 (120-198)
The height of the entrance hole to the nest	6,4 (6-7,5)	6,7 (6-8)
The width of the entrance hole to the nest	6,9 (6-8)	6,6 (6-7,5)
The length of the nest chamber	32 (22-38)	37 (26-45)
The height of the nest chamber	9,3 (8-11)	8,2 (6-10)
The width of the nest chamber	20,9 (17-24)	21,7 (16-25)
The location of the entrance to the nest relative to the ground (low)	264 (35-440)	62 (20-110)
Slope (the slope of the location of the nest chamber relative to the entrance hole of the nest	15,4 (9-25)	28,6 (20-36)

The nests are located horizontally on the ground, deepening to an average of 15.4-28.6 cm at a distance from the entrance hole to the nest chamber. This figure is particularly pronounced in *M. persicus* nests (28.6). The relatively long access path to the nest in *M. persicus* nests (average-163 cm) is based on the fact that the nests are built in arid areas and the need for nest protection is relatively high.

The shape of the nest chamber resembles an overturned bowl. Humidity in the nesting chambers of both species was found to be consistently high. This indicates that the embryo and chick are developing under conditions of high humidity. In particular, the construction of *M. persicus* nests in areas with high soil moisture and the deepening of the access path to the nest can be taken as evidence of this. However, due to the very high humidity in the nest chamber, it was found that the feed wastes in the chamber and the excrement itself emitted an ammonia odor.

In the literature, it is sometimes noted that the entrance to the nest has one or two turns of no more than 450, there are additional nests with a depth of 3-45 cm around the main nest used, and these nests are described as "fake" nests [6,7,8]. There were no significant deviations in the access pathways of the nests we studied. Occasionally, similar pits were observed around the main nests. Such pits are abandoned nests due to exposure to a hard (gully, plant root, etc.) or very soft (brittle sand) layer during nesting, and it is less accurate to describe nests as “fake” nests.

The chicks of both species are similar in appearance to the chicks of other species, but differ from other species in that the lower part of the marrow and shin joints expands and takes the form of a “compensation” -like package (Fig. 2). It allows the chicks to move back and forth without turning in a narrow passage from the nest chamber resting on this heel to the nest entry hole. The joints of adult birds do not have such a "heel". Such a morphological trait can only be assessed as an instinctive adaptation specific to chicks [3,4].

Figure 2. "heel" in the marrow and calf joints of bee-eaters

During the study, the reproductive efficiency of the birds in the observed nests (n = 28) was determined. According to observations, the reproductive efficiency of *M. apiaster* is 63.5%, with egg mortality 7.3%, chick death 29.2%, and *M. persicus* reproduction efficiency 45.4%, egg death 20%. , the mortality of chickens was 35.3% (Table 2-3).

TABLE 2.INFORMATION ON THE OBSERVED NESTS OF *M. APIASTER* (N = 14) AND REPRODUCTIVE EFFICIENCY

The sequene number of the nest	The location and date of nesting	The condition of the nest, the total number of eggs and chicks	Reproductive efficiency (in %)
1	Samarkand region, Ishtikhon district., 18.07.2021	The existing 7 chicks in the nest have successfully left the nest.	100
2	Samarkand region, Ishtikhon district., 26.06.2021	All 6 chicks in the nest were killed and one more egg was found.	0
3	Samarkand region, Koshrabad district, 09.07.2021	It was found that 5 chicks flew successfully from the nest.	100
4	Samarkand region, Koshrabad district, 15.07.2021	Six chicks in the nest were found to have flown successfully.	100
5	Samarkand region, Ishtikhon district, 13.07.2021	5 chicks successfully left the nest and 1 more chick was found dead.	83,3

6	Tashkent region, Zangiota district, 20.06.2021	All 6 chicks in the nest were killed by beekeepers.	0
7	Tashkent region, Zangiota district, 10.07.2021	7 chicks successfully left the nests	100
8	Samarkand region, Koshrabad district, 10.07.2021	4 chicks successfully left the nest. Another chick was found dead and one egg in the nest	66,6
9	Samarkand region, Koshrabad district, 30.06.2021	All 4 chicks in the nest were killed.	0
10	Samarkand region, Koshrabad district, 14.07.2021	4 chicks successfully left the nest. It was discovered that there was an egg in the nest.	80
11	Samarkand region, Koshrabad district, 17.07.2021	A total of 3 chicks successfully left the nest. An egg and 1 dead chicken were found in the nest.	60
12	Tashkent region, Parkent district, 18.07.2021	A total of 6 chicks successfully left the nest.	100
13	Tashkent region, Parkent district, 10.07.2021	The hole in the nest is closed. When the nest was excavated, 5 chickens were found dead and 2 eggs were found in it.	0
14	Tashkent region, Parkent district, 20.07.2021	A total of 5 chicks successfully left the nest.	100
	Average	**5,85 та**	**63,5**

TABLE 3. INFORMATION ON THE OBSERVED NESTS AND REPRODUCTIVE EFFICIENCY OF M. PERSICUS

The sequence number of the nest	**The location and date of nesting**	**The condition of the nest, the total number of eggs and chicks**	**Reproductive efficiency (in %)**
1	Bukhara region, Karakul district, 8.06.2021	an egg, 4 chickens killed	0
2	Bukhara region, Karakul district, 14.07.2021	6 chicks successfully left the nest.	100
3	Bukhara region, Karakul district, 05.07.2021	7 chicks of different development in the nest were killed	0
4	Bukhara region, Karakul district, 05.07.2021	6 different developing chicks in the nest were killed	0
5	Bukhara region, Karakul	6 eggs in the nest were killed.	0

	district, 20.05.2021		
6	Bukhara region, Karakul district, 18.07.2021	6 chicks successfully left the nest and 1 dead chick was found there.	85,7
7	Bukhara region, Shafirkan district, 20.05.2021	The nest was destroyed and it was found that there were 6 eggs in the nest..	0
8	Bukhara region, Shafirkan district, 15.07.2021	The 5 chicks in the nest successfully left it.	100
9	Bukhara region, Karakul district, 14.07.2021	5 chicks successfully left the nest and 1 dead chick was found there.	83,3
10	Bukhara region, Karakul district, 04. 07.2021	A total of 7 chicks in the nest were killed by the shepherds	0
11	Bukhara region, Shafirkan district, 10.07.2021	The 5 chicks in the nest successfully left the nest	100
12	Bukhara region, Shafirkan district, 08.06.2021	3 chicks and 3 eggs in the nest were killed by beekeepers	0
13	Bukhara region, Shafirkan district, 17.07.2021	The 7 chicks in the nest successfully left the nest	100
14	Bukhara region, Shafirkan district, 15.07.2021	4 chicks successfully left the nest. 1 dead chicken and an egg were found in the nest.	66,6
	Average	**6,07**	**45,4**

The reproductive efficiency of the studied species is negatively affected by the destruction of bird nests and their eggs and chicks by beekeepers and shepherds. Occasionally, snakes belonging to the family Vulpes vulpes, Canis aureus, Varanus griseus, and Colubridae also destroy bee-eaters'nests, killing eggs and chicks. Usually the chicks that eventually hatch from the eggs lag behind the others in growth and development, and it has been found that the last chick in particular dies. For this reason, nests with 7 eggs usually have 6 chicks.

CONCLUSIONS

Significant damage to the reproductive efficiency of these species is explained by the incorrect assessment of their importance in nature and in the economy, the diversity of approaches to the protection of the species.

The structure of the nests of the studied species and the slope of the entrance passages to the nests are adaptations aimed at maintaining constant humidity and temperature in the nest chambers.

The relatively well-protected nature of *M. apiaster* nests, i.e., the fact that nest colonies are located in high and steep gullys with little exposure to various predators and anthropogenic factors, leads to their high reproductive efficiency. The construction of *M. persicus* nests, often in flat, easy-to-light soft soils, increases their likelihood of damage under the influence of various factors.

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GIVING SPORTS TERMS IN SPORTS DISCOURSE AND TEXTS RELATED TO SPORTS

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ABSTRACT

In linguistics, an in-depth study of the word, its semantic-structural properties, the relationship of terminologists to any phenomenon or process due to the universality of the name, the two-sided nature of the term, the word can perform a nominative or determinative function.

KEYWORDS: *Linguistics, Term, Term, Linguistics, Dynamics, Terminology, Verb Terms, Noun Terms, Word, Lexeme.*

INTRODUCTION

The media uses terms from all walks of life, especially new ones. In this sense, in order to understand the current state of sports terms in use, we have chosen to analyze the discourse on wrestling from the newspaper “YangiO‘zbekiston”. The beloved writer of our people, Uncle Murad, described the fate of wrestling in the story “Stars burn forever”. This image takes us through the vast mountains and fields as a Boychibor horse, as we see children struggling in the open hillsides, gray boys spreading carpets in the sand, wrestlers fighting for their hands. For thousands of years, struggle has become a symbol of our power, our will, our will. Today, wrestling is a modern sport. It has a strong place in the Asian Games.The world's wrestlers are following the example of the Uzbek word **“o‘rtaga”, “ta’zim”, “kurash”, “halol”, “yonbosh”, “chala”, “dakki”, “tanbeh”, “g‘irrom”, “bekor”, “teng”, “to‘xta”, “vaqt**”. November 4, 2020.November 4, 2020. This is a day that opened a bright page in the history of our national struggle. On the same day, the President signed a decree “On measures to develop the national sport of wrestling and further enhance its international prestige”. It was, of course, a long-awaited historical event. A new era has begun in the promotion of Uzbek sports in the world. This decision was greeted with great joy not only by our people, but also by all fans and wrestlers of our national struggle. Every day, representatives of our foreign federations and the international sports community congratulate us and express their warm relations, - said K.Yusupov - **Kurash**- our national value. Our historians testify that it has a history of 3.5 thousand years. We know that our people have always been proud of their wrestlers. The struggle, which began as an entertainment game, has now come down to us as courage and the honor of the people.

THE MAIN FINDINGS AND RESULTS

During the years of independence, we introduced wrestling to the world as a modern sport. We have developed original, unchanging rules and demonstrated their power and philosophy. It was a great victory for our nation. The world of sports connects this sport with the name of Uzbeks, Uzbekistan. Today, almost all wrestlers on the continent are on the carpet in the colors of our flag. The system of sports terminology is an integral part of the industry. It is the language of athletes, coaches, fans, referees and sports commentators. Of course, the list should also include the media, which describes high-level sports competitions. Many groups of terms in the system of sports terminology are directly defined by the choice of highly specialized terms sport and interpreter or sport. This group of terms is the largest source of information because it represents only specific concepts [1, pp. 79-87]. Even in Islamic countries today, women are the majority in wrestling. There are even **champions**. We recently had a tournament in Afghanistan. Two Afghan girls then became champions. The **competition took place** in front of the people, in front of the TV. So far, we have not seen a girl fight in Afghanistan. This is also an **achievement of our national sport**. Another example. If you study the history of sports in England, you will see that some of the sports included in the program of the Olympic Games were not accepted in the territory of their country. But wrestling was their favorite sport. In the UK today, young people, women and the elderly can all take part in our struggle.

We do not hide the fact that there is a shortage of female coaches. The issue is clearly stated in the decree of the President. We are now working with relevant ministries, organizations, and higher education institutions to increase admission quotas and train female coaches. We believe it will bear fruit quickly. In general, without exception, major competitions around the world, sports experts talk through an interpreter. Operates using sports terminology. In sports, English and French are emphasized, which are the official languages in all major competitions. However, it is difficult to assess the importance of English in the formation and development of sports in world relations. For hundreds of millions of people, English is their mother tongue because, in addition to the United Kingdom, English is also spoken in North America, Australia, Oceania and the British Commonwealth. It is impossible to calculate the number of people whose English is a second language: South Africa, Egypt, India and others. English has expanded its sphere of influence around the world, gaining the status of an international language of communication.

International competitions and tournaments were held in a number of countries in order to popularize our national wrestling and introduce it to the world. All of a sudden, those activities stopped. What is the reason for this?

It is true that international **tournaments** and **competitions** in England, Greece, Iran, Brazil, Turkey and France have stopped. The main reason is financial security. It's no secret that every tournament, whether in our country or abroad, requires a lot of organizational work and money. A simple example is how much we prepare for the wedding of one of our children. Not to mention the concern of **Uzbekkurash** to hold a wedding in another country. The management of the organization responsible for this must work together and work hard for each competition. Attracting sponsors is not an easy process to enter into diplomatic relations with foreign leaders. Tournaments like this shouldn't just happen. The glory of the nation and the homeland is at its core, after all.

The literary text shows the peculiarities of our national terminology. The journalistic text about sports, in particular wrestling, reflected on modern sports terminology. We will now try to give a comparative analysis of the terms related to the struggle in the two texts:

№	**Sports terms in the literary text**	**Modern sports terms in a journalistic text**
1.	Davra, davra aylanmoq, davraga tushmoq, davradan chiqmoq	Maydon, gilam,
2.	Olish, olishmoq, olishtirmoq	Kurash, kurashmoq, kurash tushmoq
3.	Belbog‘, chopon	Yaktak, belbog‘
4.	Bosh bakovul, bakovul	Bosh hakam, hakam
5.	Polvon	Polvon, kurashchi, sportchi
6.	Yutuq	Sovrin
7.	G‘olib	Chempion
8.	It yiqilish	Chala
9.	Chil bermoq	yiqitmoq
10.	Yotibotargaolmoq	–

The verb ***bellashmoq*** (to compete) is actually semantically related to the sport of wrestling, in which strength is tested by wrestling.

For a more detailed analysis, we also chose football, one of the most popular sports in the world. The football dictionary is one of the largest subdivisions of sports terminology. The urgency of the matter depends on a number of factors. First, sports language has become one of the fastest growing lexical systems in recent decades. By studying the patterns in the field of relevant and required subsystems of sports language, it is possible to get an idea of the current state of the language in general. Secondly - this topic is relevant - because sports terminology is not sufficiently studied. Sports language is one of the most active linguistic systems of the Uzbek language, but there are very few works on this topic.

It is a study of modern Uzbek football terminology and comparison of key phrases with their equivalents in other languages. With the help of the collected materials we try to describe the trends observed in the language of modern sports. Our work consists of two main parts - theoretical and practical. Individual sections are divided into several narrow sections - subsections. In the theoretical part, we describe the changes in the modern Uzbek language and try to consider the reasons for these changes. Special attention is paid to the problems of neologism. The work is based on a structural and functional analysis of neologisms in the field of football terminology.

Terminology is a complex system for studying terms - term systems, as well as various aspects of language for specific purposes (both linguistic and practical). A term (Latin terminus - border, boundary, ending) is a special word or phrase adopted in a particular field of profession and used in specific contexts. The term is a verbal notion of the concept - it is included in the system of concepts of a particular field of professional knowledge. Terminology is an autonomous sector of any national language and is closely related to professional activities. "Language enters science primarily through terminology. Other elements of language cannot be compared with it. According to A.A. Reformasky, socially organized reality is reflected in terms, so the terms have a socially binding nature. Scientific theories, laws, principles, rules, terms and terminology as a means of shaping them as their own systems, they are an essential component of science and technology [1, p. 403].

The subject of the general theory of terminology:

- study the formation and use of special words - with the help of which the accumulated knowledge about humanity is collected and transmitted;
- improvement of existing terminological systems;
- search for optimal ways to create new terms and their systems;
- search for universal features specific to the terminology of different fields of knowledge.

Each term has its own scientific definition. Terms in the terminological field are usually not the same. The same word can be used to describe different fields of knowledge, but it is not polysemy [1] or homonymy [2]. Synonymy can be considered as a sign of discrediting the terminological system [3]. They try to fight it, just as they do in polysemy, but in vain. The phenomenon of antonymy - broader than the general literary language - is expressed in terminology [4].

The characters and features described above distinguish "terms" from "everyday" words. The terms are related to a specific scientific concept - they reflect the results of scientific research and their theoretical concepts. The term can be any (and artificially created) word, but it must have a clear definition.

Uzbek is a complex mixture of words, concepts, and terms derived from other languages, and has emerged as a result of recent changes in the development of a society that speaks that language, both social society and the information society. As science progresses, complex terms and concepts emerge that require their own interpretation. The science of terminology has emerged in order to organize the whole mass of explanations and to eliminate the repetitive interpretations of information words that are similar at first glance, but have completely different meanings. In this article, I will try to explain the difference between different approaches to the concept of terminology and terminology.

Realizing the importance and relevance of the topic “Sports terms and terminology”, I set myself the following tasks: to study the concept of the term, the origin of the term, the characteristics of the terms, the concept of terminology, the history of the formation of terminology.

The term (Latin terminus “border, boundary, end”) is a special word or phrase adopted in a particular professional field and used in specific contexts. The term is a verbal definition of a concept that is incorporated into a system of concepts for a particular area of professional knowledge. Terminology (as a set of terms) is an autonomous branch of any national language and is closely related to professional activities. The terms of each branch of science, technology, and industry form their own systems, which are primarily determined by the conceptual connections of professional knowledge in order to express these connections by linguistic means.

Terms are special words that are limited to specific purposes; words that seek to be clear as expressions of concepts and names of things. This is necessary in science, technology, politics and diplomacy.

CONCLUSION

In conclusion, each term has its own clear scientific definition, among other terms in the same field. Terms, unlike "everyday" words, are usually specific in the terminological field; the same word may be a term for different fields of knowledge, but it is not polysemy, but homonymy (see the term wave in hydraulics, radio engineering, and optics). The terms also contradict the general dictionary in the sense that they are related to a particular scientific concept: the term reflects the results of scientific research and their theoretical concepts. An artificial word can also be a term.

Terms exist not only in language but also as part of a particular terminology. If a word can be ambiguous in a common language (other than this terminology), then it falls into a certain terminology and it gets clear. This term does not need context as a simple word because it is: 1) a member of a particular terminology that works instead of context, 2) can be used separately, for example, in registers or order texts in technology, 3) it is clear to do so It should not be eaten in general, in language, but within this terminology.

Terminology is the study of a set of terms in a particular field of knowledge or industry, as well as the formation, structure, and operation of terms.

The subject of the general theory of terminology is: the study of the formation and use of special words in which human knowledge is accumulated and transmitted; improvement of existing terminological systems; search for optimal ways to create new terms and their systems; universal search features specific to the terminology of different fields of knowledge. The terms lose their scientific accuracy and expand their scope. They are deterministic.

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PHONETIC MANIFESTATIONS OF THE REDUCTION

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ABSTRACT

This article focuses on the phonetic stages of the saving direction or reduction. The aim of this work is to analyze the austerity movement of language tools. Manifestations of the saving action of the phonetic view in the basic and artificial words, the reasons for its emergence are organized on the basis of texts belonging to the fiction.

KEYWORDS: *Phonetics, Morphonology, Saving Method Or Reduction, Vowels And Consonants, Live Speech, Syllable.*

INTRODUCTION

DISCUSS AND MATERIALS:

With the help of language, the idea is expressed, the content finds its expression. Based on the continuous connection between content and its form, people understand each other through a specific set of sounds. Sometimes a form of a word with a definite meaning may slightly change its ideal form in the flow of speech, that is, some of the sounds in it may not have their full articulation. However, this form, which has changed in the flow of speech, is perceived by the listener as an ideal form. The reason is that although the shape changes slightly, the meaning of that shape is preserved. Thus, this change did not pose any difficulty for communication. It is not a mistake to assume that such a phonetic contraction of words is a form of austerity that occurs in the phonetic stage of linguistics. Concepts about the phenomenon of saving have a long history. The English philosopher and sociologist Herbert Spencer made this point in 1862 in his book on the philosophy of language. In his view, language strives from complexity to simplicity throughout its natural development. Long words become short, multi-word sentences become single-word sentences. If the language itself tends to simplify, the speakers will also influence the language's aspiration.

In his book The Principles of the History of Language, written in 1880 by Hermann Paul, he devoted a special section to the Economics of Linguistic Units. In particular, the section "Differentiation of meaning" provides feedback on the phenomenon of savings.

The issue of sound saving during speech was also studied by I. A. Boduen de Courtenay. He wrote extensively on the phenomenon of austerity in his 1890 article, On the Causes of Linguistic Changes. He justifies the reduction of the sound of the word for psychophysiological reasons. In particular, it connects the occurrence of phonetic phenomena such as metathesis, assimilation, dissimilation with the phenomenon of saving.

V. A. Bogorodicki also expresses his views on the phonetic forms of the phenomenon of saving. He says of phonetic changes, "... at the heart of all these changes is an attempt to speak comfortably and concisely, in other words, sound changes are made to save energy."

E. D. Polivanov also asked, "What are the causes of the evolution of language?" In his article, he says that the decline in the number of voices in the word is due to the desire to save labor energy.

The phenomenon of saving in Turkology has been studied by several scholars. In particular, A. Samoilovich, J. Dani, N. A. Ochmarin, N. F. Katanov, E. D. Polivanov, N. K. Dmitriev, E. V. Sevortyan, N. P. Thick and long whip, V. V. Reshetov, A. Ǵ. Gulomov, A. N. Kononov, F. A. Abdullaev, A. M. Sherbak, A. A. Akhundov, N. D. Dyachkovskiy, L. N. Kharitonov, Sh. X. Oqbaev, G. Sadwaqasov, Sh. Shoabdirahmanov, A. Ichaev, A. Yu. Oliev, B. Juraev, Ǵ.Ulamov has been studied by a number of scholars.

The study of the phonetics of the phenomenon of saving in Uzbek linguistics has already begun. One of the linguists, A. Nurmanov, defended his dissertation entitled "Principles of Economics in the phonetic changes of the Uzbek language" almost 45 years ago.

The dissertation describes in detail the phenomenon of falling sounds in the Uzbek language. In particular, the scientist identifies its types as follows:

1. The economics of some umlaut sounds.

2. Vowel's economy in unstressed syllable.

3. Intervocalic consonant's economy.

4. The economy of vowels due to the predisposition of the preceding vowel

5. Haplology

6. Economics of some sounds due to adaptation to the phonetic structure of the Uzbek language.

The scientific work is divided into chapters on the above events. The author examines each case by means of a comparative-historical method and makes extensive use of the facts of the Uzbek spoken style, Uzbek dialects and other Turkic languages.

Although the phonetic forms of the phenomenon of saving in Kazakh linguistics are not the subject of special research, the monograph of Kazakh scientist A. Oygabilov "Morphonology of the Kazakh language" deals with the reduction of vowels, omission of consonant sounds, morphological phenomena based on apocopic and haplological phenomena.

In Karakalpak linguistics, academician A. Dáwletov's textbook "Modern Karakalpak language" (Phonetics) for students of linguistics of higher education institutions focuses on some phonetic phenomena in word construction, reduction, elision.

The phenomenon of saving in the field of phonetics of the modern Karakalpak language is explained in linguistics by the reduction of vowels and consonants in words. They occur in the following cases.

1. Reduction of vowel sounds.

Academician A. Dáwletov's textbook on phonetics says that in some phonetic cases the articulatory shortening and weakening of sounds in some phonetic cases is called a reduction phenomenon, and in some phonetic cases the phenomenon of falling sounds is called a gamonism- he commented. In particular, the Kazakh scientist A. Oygabilov in his monograph "Reduction means weakening. In the modern Kazakh language it is represented by the terms full reduction and at the same time partial reduction. Full reduction refers to the lowering of the sound, while partial reduction refers to the weakening of the sound, which is not fully uttered. We preferred to take this event as a single view of the saving event."

This phenomenon was first described in the Turkic languages by O. N. Betling in his work On the Yakut Language. "When you add a vowel to these words, the vowels fall." This idea is repeated in the works of N. I. Ilminsky, V. V. Radlov, N. I. Ochmarin, and other scholars who studied Turkic languages. V. A. Bogorodicki agreed with the above point, noting that by nature short vowels are reduced to zero when they come in an unstressed syllable, and that after a consonant I in the second syllable of a three-syllable syllable, it can sometimes fall completely out of the syllable.

It was developed by most scholars after V. A. Bogorodicki's ideas about the unstressed syllable. All scholars have explained in Turkish that stress falls on the last syllable, that when a word is added to a syllable beginning with a vowel, the stress changes its position to the last syllable and the lower syllable at the base is dropped. For example, the stress of falling on the second syllable of the second syllable in the word "orını" assumes that the vowel ı between the r and n sounds will fall as n moves to the syllable.

In his book Phonetics of the Literary Language of Turkish, E. V. Sevortyan states that the reason for the decline of voices is not only in the unstressed syllable, but also in the open syllable. At the same time, most scholars point out that the omission of vowels does not occur in all words, but in some phonetic cases, and in some places, the words are used with sound. But in spoken language, there must be a definite law.

Academician A. Dáwletov on the weakening or reduction of vowels: “Vowels are more reduced when they come in unstressed syllables. Neighboring consonant sounds, syllable quality, which part of the word (at the beginning, middle, end) of the vowel sound affects the reduction of vowels, i e the reduction of their viscosity. In particular, the short vowels ı, i, u, ú are briefly stressed by their volatility and are most likely to be reduced due to various phonetic conditions. Reduced votes may fall over time. ”

Kazakh scholar A. Oygabilov gives several examples in his monograph. For example: moyın-moynı, but not shoyın-shoynı, xalıq-xalqı, but the words balıq, salıq, tolıq are not pronounced as balqı, solqı, tolqı. We can cite many such examples. So how can one explain the absence of such uniformity, this phenomenon which is said differently? The scientist answers this question as follows: The speaker tries not to use too much force to convey his thoughts to the listener, and to keep them as concise as possible in places that do not affect the meaning. It's going to be a talk show. “We also agree with this opinion.

The decrease in the number of vowels is not one, but at least two due to the arrival of a series of syllables. The first can be a single-voiced A or a two-voiced BA voiced syllable, while the second becomes an open-voiced syllable (BA only). And it has no effect that the syllable that comes after it is an open, closed syllable.

For example: o-rı-nı – ornı, qo-yı-nı – qoynı, qu-rı-lıs – qurlıs. We observe that this situation can be found not only in our language, but also in many Turkic languages. For instance: in the ancient turkish language: ***iańılıq- iańlıq*** (jańılıw DTS-234), aquruw – aqru (tınısh DTS-49), buyırıq – buyrıq (buyrıq DTS-121)[1]. This is also proved by the examples of I. V. Stebleva, who in connection with the omission of the vowels in the lyrics of the song in the vocabulary "Devanu luǵat at-turk" by M. Kashkari. For example: ótúner – ótner (ótiner), iúkúnúp – iúknúp (júginip), esitur – estur (esiter), sevinalim – sevnalim (súyenemiz), satulub - satlub (shatılıp)[2] in his words also corresponds to the appearance of syylable BA-BA-BAB. However, in modern Turkic languages, too, we observe a reduction or decrease in the number of vowels. In turkish: dushurulmek – dushrilmek, oǵul – oǵlu, balx: qarını – qarnı, abuzı – abzı, tat: boyunu – boynu, burunu – burnu, sikiresh – sikresh, jógóram – jógram; tuva: arını – arnı (júzi), kórunup – kórnup (kórinip); túrkmen: gelini – gelni, oyuni-oyni; uyǵırsha: qoyıruq – qoyruq (quyrıq), ayırım – ayrım[3].

So, when it comes to the appearance of (B) A- BA- BA (B), what is the reason for the fall of the vowel in the second, sometimes third syllable? The reason for this, I think, may be the length of the open syllable, as U.Sh. Baychura puts it, and the weak pronunciation of the closed syllable, or the clear, short pronunciation of the closed syllable. For example, in the process of uttering words, such as a juldızdıń, qasqırdıń consisting of three closed syllables, each syllable is distinguished by a clear, distinct sound, with no process of falling vowels. In particular, a person always tries to convey his little idea in an understandable and clear way. It therefore tries to pronounce open syllables through other syllables.

Individual words that are not divided into any morphemes and are used in a single root can be pronounced with the same consonant sounds, as in the case of the example we have given above. When we said the following words, we noticed that the vowels ı and i in the word structure were omitted. For example: : badray (badıray), alasapran (alasapıran), badraq (badıraq), baqray (baqıray), baqrawıq (baqırawıq), baqrash (baqırash), baqrıs (baqırıs), janwar (janıwar), naqrat (naqırat), sańraw (sańıraw), ıdratıw (ıdıratıw), ısrap (ısırap), áshrepi (áshirepi), bejrey (bejirey), mákriw (mákiriw). All of these words are used in spoken language.

2. Reduction of consonant sounds.

Reduction of consonant sounds is not often appeared in the morphemes. In the Karakalpak language, pronouns like ol, sol are said like o, so in spoken language. For example:

1. <u>So</u> biz chempion bolsaq qazıwdan bolarek. 2. <u>So</u> gápti kim aytqanın bilmey júrmen, bilsem ólgenshe sabay jaqpan! 3. Usı jerde qonaman?! <u>O</u> qalay! (Sh. Seytov. “Xalqabad”. – “Qaraqalpaqstan”-1989-jil, 445, 471-betler). This situation is probably related to the etymology of the origin of the pronouns. According to most scholars, the first pronouns consisted of only three words, they are: u,bu, shu and other types of pronouns were increased by them.

Another manifestation of the pronunciation of consonant sounds is related to the difficulty of pronouncing consonant sounds in a row. This situation results in a consonant in the words and a simple, evening pronunciation of the word. For example, in the Arabic-Persian language, the ending of the words dost, qast, rast, waqıt is pronounced as dos, qas, ras, waq, and it leads to the consonance of the sounds in the words.

For example: 1. Bay-bay, sol waqta aytsań boy ma? 2. -Ketken waǵıńdı jazıp qaldım. 3. – Qay waq bir waq juwabın berseń boldı. (Sh. Seytov. "Xalqabad". –"Qaraqalpaqstan"-1989-jil, 56, 190, 364-betler). It is also noticeable in Russian words. For example: artist – artis, poezd –poyız, razyezd – razyez, syezd – syez, jurnalist – jurnalis. Sol saparı Sayımbetke prezidiumdaǵılar "ártis" degen at taqtı. (Sonda, 26-bet).

3. Apocope and assimilated words.

Studies have shown that apocalyptic phenomena, which are associated with the loss of sound, are related to words that come from the outside. For example words from russian minut – minuta, sigaret –sigareta, gazet – gazeta, citat – citata, cifr – cifra, kontor – kontora, ismin – smena h.t.b.

For instance: gazet – gazeta. Gazet degen húkimettiń tili. (Sh. Seytov. "Xalqabad". – "Qaraqalpaqstan"-1989-jil, 259-bet). Al keńse – kancelyariya, shıt –sitec**,** kát – krovat sózlerindegi bir emes, bir neshe seslerdiń túsirilip qollanılǵanın kóremiz. Mısalı: kát – krovat. Anaw kátti bılay ısırıń da, edenniń astındaǵı bankin xatlań! (Sh. Seytov. "Xalqabad". – "Qaraqalpaqstan"-1989-jil, 335-bet).

In summary, in the phonetic aspect of the modern Karakalpak language, the saving has the following form.

1. In words from vowels ı, i vowels and words from other languages, the open vowel a falls from words.

2. The consonants l, t, d and some vowel complexes fall from the consonants.

Almost all of the examples given are used in the process of simple speech. The sounds in the words are abbreviated only in places where the meaning of the word is not impaired, and the word is short, concise, and leads to the consonance of the sounds.

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EASTERN ANALYSIS OF SIZIF PLOT AND IMAGE

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ABSTRACT

Absurd this is a complex of specific observations about the meaning of a dilapidated World, life, living. The Absurd work is a life phenomenon, which has become a habit, is valuable when it provokes a new perception of processes, arguing. The Absurd work is not an indifferent, indifferent attitude, but a product of rebellion in thought, in the soul. Let's not forget that the owner and theorist of Absurd creativity Kamyu said that "Absurd is the mind that understands the limit of its own", "what I demand from though, I expect the same from absurd creativity – rebellion, freedom and colorfulness"! According to the theorists of Absurd literature, *even in the bisot of writers who do not belong to absurd creativity, an absurd idea, a sense, an absurd hero can be looked at; an absurd problem can be put. For Example, F. Kafka is not an absurd creator, but in the works of this great writer the whole problem of absurdity is illuminated by keskinligi. The same can be observed in the work of such genius realist writers as Gogol, Dostoyevsky in world literature, and not Bugina. Also, the scope of absurdity is also incredibly wide. As is demonstrated in the narratives about you, this feeling, the idea can be manifested in works with a wide range of prose and eternal meanings, as well as in works with simple everyday real events taken in pencil.*

KEYWORDS: *Absurd, Rebellion, Freedom, Myth, Legend, Sizif, Western Philosophy, Eastern Thinking.*

INTRODUCTION

It is known that the Uzbek literature of the XXI century has reached the stage of development with the sharp changes, new literary processes, the influx of various literary movements. The works of art penetrated the inner world of man. The desire to understand the world and man is reflected in works of art based on deep observation. At the same time, our national prose is creating works of art that can be compared with the works that have a worthy place on the world literary scene. Artists such as Khurshid Dustmuhammad, Nazar Eshanqul, Erkin Azam, Ahmad Azam, Abduqayum Yuldosh, Isajon Sultan, Ulugbek Hamdam, Sabir Onar are working on this glorious path. We are well aware that Albert Camus developed the philosophy of existentialism that emerged in the twentieth century and laid the foundations for the philosophy of the absurd (also known as French atheistic existentialism). His main philosophical and aesthetic views are reflected in The Myth of Sizif. According to Camus, Sizif is an absurd hero. He deserves to be punished for his unconditional love for the mortal world and his hatred of death. In the case of Sizif, who is forced to work in a senseless and surfing way, Camus sees human destiny. The end of his arduous aspirations and dreams is futile, and in the end he will face a world of nothingness and death. But the philosophy of the absurd does not promote depression or secularism. No matter how absurd and absurd it may be, there is nothing more valuable to man than life. He just says that life is fleeting, that it is wrong for a person to feel and appreciate every moment, and that it is wrong to be too passionate about the blessings of the mortal world. There is a book in Uzbek literature that helps to satisfy this spiritual need! The reader who reads it can understand what the absurd is, what its essence is, what an absurd hero, an absurd work should be. This work is the novel "The Wise Sizif" by the talented writer Khurshid Dustmuhammad. It seems that this work was written by the author as a result of careful study, comparison and analysis of many scientific and literary sources on the theory and practice of the absurd. H. Dustmuhammad, who approached the reality and the problem from the point of view of both a scientist and a creator, expands the ideological intentions of Albert Camus through the image of Sizif, adds new qualities to his character, enriches and artistically polishes him. As a result, the doctrine of the absurd is not a propagandist of nonsense, but emphasizes that the enrichment of life with meaning and content depends on the person himself, for which he must live and think with hope. The work is also valuable because it is based on this ideological intention and is able to express it artistically and convincingly. Many of the works of art created today serve to develop in the reader such feelings as diligence, patience, kindness, love, and determination, which are important signs of humanity.

Talented writer KhurshidDustmuhammad's "Wise Sizif" is one of those sentiments. The writer does not base his novel on Greek myth. Legend has it that Sizif, the beloved son of Emperor Aeol and Princess Enaret, learned the secret of the drunkard Zeus and was sentenced by Zeus to life in the most senseless punishment. Sizif has to climb to the top of the cliff. The stupidity of this punishment is that he has to do it again and again. The author effectively uses the details to reveal the character's psyche in the play. "Sometimes Sizif suddenly realizes that he is not talking, that he is even confused, that he does not even think about the good and bad of this habit, that he thought that man is a talking animal, a living being. Whether he was speaking loudly or not, he didn't pay much attention to it. It doesn't matter if a person makes a sound or not, he is always talking inside. Well, it's not forbidden to talk to you, to talk to yourself! [Do‘smuhammadov X. DonishmandSizif. – Toshkent: O‘zbekiston, 2016. -267b.] Before being sentenced, Sizif would talk and argue with Sizif, his inner world. For a time during the execution of Zeus, he forgot Sizif, that is, he lost his identity. But he found Sizif in the rock. Stone became his mentor, friend, interlocutor, and successor to all his loved ones. He curses when he is angry and kisses when he is happy. When Sizif was in a good mood, he would caress the stone like a child, saying, "Yes, round, yes, round, yes, fat." He is very happy when he takes the rock to the top. On the contrary, when he suffers hardships, when all his efforts are in vain, he laments the cruelty of fate: “He trembled and shook his head nervously. "Oh, my gods!" For what sin do you make me suffer so much? Am I the one who deserves that punishment? ” The protagonist is Sizif. He is a symbol of strong patience - a man of endurance and strong will. The stone is a symbol of various obstacles and difficulties in human life. The play also depicts an "old man" floating in a boat. The old man in the boat is a symbol of hope and confidence in the play.

Sizif in the novel is very different from Sizif described in Greek mythology. In Greek mythology, Sizif never escaped the punishment imposed by Zeus. The "wise Sizif" was able to do this, and so was his "wisdom." To accomplish this, an old rocker said, “Most rockers will die.

You just have to be more discriminating with the help you render toward other people. ” Yes, the protagonist of the talented prose, unlike the legendary Sizif, was able to find the heart of the stone. In addition, we can observe the writer's skill in some parts of the work, where he deviated from the philosophical observations of the West and absorbed in his Sizif an oriental interpretation, oriental thoughts and views. “It is said that there is a spirit in the stone. Oh, crack, crack, open your stomach, I'll see your heart, crack, crack, and crack". (“ Toshda ham ruhmavjuddeganlar. Oh, yoriltosh – yoriltosh ,ich-ichingniochayin , men qalbingniko‘rayin… Yorilaqol, yoriltosh…”).

As the author puts it: "A true writer can create a truly lifelong work only if he sets himself the goal of discovering in literature." In fact, KhurshidDustmuhammad's novel “The Wise Sizif” (“DonishmandSizif”) is one of such discoveries. A comparison between Camus's Essay on Sizif and The Wise Sizif provides a deeper understanding of the absurdity of the subject. It is clear from the events that the author himself is based on Camus's philosophical views in describing the formation of Sizif's character, the process of ascension to the level of wisdom. At the center of the work is the fate of Sizif, the only one to face the wrath of the gods.

It is well known that Camus, unlike Greek thinkers and European scholars, accepted Sizif as a "Man" in the first place, while maintaining the habits of stubbornness, stubbornness and disobedience in his character: I see a MAN coming down with great strides, ”Camus writes. What was he thinking at the time? At the same time, as he breathes, his consciousness begins to awaken. Downstairs, Sizif ascends above his destiny every minute as he returns to the eternal cave of the gods. He's going to have a stronger will than his rock. "[AlberKamyu. “Sizifhaqidaasotir”/esselarto‘plami. 1942.]

The development of today's Uzbek prose genres is ensured not only by the further development of realistic traditions, but also by modernist methodological research. However, it is difficult to say that the originality of the image and interpretation is always achieved. Only individual artistic interpretation and imagery demonstrate the new possibilities of the genre. Modernist novels are full of meaning, depth of emotion, originality of the writer's aesthetic ideal, depth of psychological analysis. This, in our opinion, is due to the birth of a new era of spiritual climate and mood, the intensification of attempts to express it, the emergence of new methods and forms of artistic character, the growth of artistic taste. A benevolent approach to artistic and methodological research in world literature, the pursuit of advanced traditions has given rise to unique interpretations in literary and artistic life. Independence literature and its new principles have become a kind of aesthetic tradition. In particular, the bold inculcation of divine concepts at the heart of KhurshidDustmuhammad's The Wise Sizif deepened the conditional symbolic style. As mentioned above, the author has taken a creative approach to the content of myths and legends and generalized philosophical and psychological problems of the real period. KhurshidDustmuhammad pays more attention to describing the process of formation of consciousness, as described by Camus, to Sizif. He is portrayed as a man of unwavering determination and high will. As he began to execute the judgment, he said, “I am a man! I can't be beaten! I will never be defeated! ” he makes a covenant. "Bringing a rock to that peak will be his only goal, the meaning of his life." He said, "I can't imagine being defeated on this rock, I can't imagine it!" If I don't have the strength for this frog, where is my humanity? ” The author describes this quality in the nature of the protagonist as “Sizif is such a man. Whatever he does, he enters with confidence and confidence. ” The absurd protagonist must act with a strong will and high intellect to enrich a meaningless life with meaning. In this sense, the writer portrays Sizif as a man of great will: "For Sizif, there was no helper or savior other than his own will." The will is formed in a person due to patience and endurance. If someone asked Sizif what his name was, he would answer without hesitation, "My name is perseverance, or my name is endurance." It is because of this will and patience that he will work hard and win, saying that "the lion will not back down; the man will not back down". This quality in nature brings Sizif closer to the Uzbek reader. Because only a young man of Uzbek descent can take this proverb as a motto. Sizif's consciousness and thinking are mainly developed in communication with the rock. According to him, "there is thought and spirit in the stone." Conversation with him allows Sizif to "understand."

Rolling a rock up a hill and then going down again "whether he wants to or not, his mind is restless, he finds solace in this restlessness." It was this relentless practice that changed Sizif' character, he became a different person, a different person. «Because of the constant movement of his mind, Sizif eventually reached the pinnacle of wisdom. Communication with the stone and tireless hard work brought meaning and joy to Sizif' life. The story ends with Sizif - the victory of man through hard work, the successful execution of the judgment of the gods under the cunning Zeus. On the one hand, Sizif is happy and proud to have obeyed the gods. On the other hand, he is not satisfied with what he has done. After all, he had to roll the "round, round, flat rock" all over the high rock! The stone, on the other hand, rolls and rolls and crumbles and crumbles in the face of man's will, patience, and hard work. Sizif picks up these pieces and carries them up the hill. The desire of the writer X. Dustmuhammad to write a novel about the stubborn, stubborn Sizif is in line with this idea. In this way, the author puts forward the idea that only man can endure "endless hardship, all suffering", but no stone, no iron, no text, no other creature can withstand it, and again man's invincible will, patience , glorifies such qualities as perseverance. The Wise Sizif promotes the lofty philosophical idea that the world is transitory, that it should not be enslaved to self-interest, but that if you set a clear goal and live with a strong will, you will succeed. In this sense, this work can be called a true philosophical-intellectual novel. It encourages the reader to be serious and considerate. In the person of Sizif, the writer puts forward the important idea that "Man is not defeated, the stone is defeated, the mountain is defeated by the stone, the peak is defeated, and the god of the gods is defeated." Sizif really wins because of his hard work. Proud of his victory, the reader said, "I'm sure no one will die from hard work. He who works lives. Happiness is for those who work hard and are not afraid of hardships. «So, reading Khurshid Dustmuhammad's novel "The Wise Sizif" is not a depressing current that propagates the absurdity of life, the absurdity of life, and serves to cool one's disappointment with this idea, but the goal of a person who lives with hope. We are convinced that he is a propagandist of the glorious idea that. Because both Kamyu and Khurshid Dustmuhammad say that one should live with hope in this meaningless world. After all, hope is an important aspect of the doctrine of the absurd. A good example of this is Sizif, who won without giving up hope. Hope, aspiration to live with a clear purpose, will and diligence brought him happiness and luck. This is the important educational value of the novel. Created by X. Dustmuhammad, Sizif did not become a sage in vain. He can find the logical conclusion of the sentence.

There is no sign without a door, a face, eyes, ears. Sizif has no tolerance for the slanderous stones that have been given to him since time immemorial, such as the "stone of punishment."

grace, fortune, still the goddess of the gods, vassal, Sizif will not revolt against him, he will not classify himself as a vicious rebel, he intends to claw at the irreversible claws of fate the sword does not strip, but worries about bringing the rock to the top with its chest as a shield, and because he was so anxious that this goal, this dream, became his deed, the meaning of his passing life. Sizif believes that the fact that a rock can easily move from where it is stuck to the ground, and that it can climb upwards, is the reward of a healthy and loyal attitude to that destiny and that destiny. If a round rock can't reach the top, it must collapse! According to Camus, the happy and absurd are the twins of this motherland, who are inseparable. This means that a person who is born seeks patience and comfort in this meaningless life (this is happiness), but dies without finding it (this is absurd). X. Dost Mohammad not only enriched Albert Camus's philosophy with Eastern thought, Islamic philosophy and mysticism, but at the same time was able to show the world the mixed epic thinking of West and East in the example of Sizif.

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COLLABORATIVE LEARNING STRATEGY AND SENIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ESSAY WRITING IN IDAH EDUCATION ZONE, KOGI STATE

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ABSTRACT

The purpose of this research work was to investigate Collaborative Learning Strategy (CLS) and Writing Skills performance of Senior Secondary School Students in Idah Education Zone of Kogi State, Nigeria. Pre-test, post-test non-equivalent quasi experimental, non-randomised control group design was utilised.Two research questions and two hypotheses guided the study. A sample size of eighty (80) SSII students made up of thirty eight (38) males and forty two (42) female,from all the intact classes in the two secondary schools was used for this study.. The pre-test was administered to both groups before treatment commenced andafter four weeks of treatment, the same instrument was administered as post-test. The data collected were used to answer research questions and to test the null hypotheses. The research questions were answered using mean and standard deviation while the hypotheses were tested using Analysis of Co-variance (ANCOVA) at 0.05 level of significance. The result indicated that Collaborative Learning Strategy had significant effect on students' performance in essay writing skills; but there was no significant difference in the mean achievement of male and female students taught using CLS. It was therefore recommended among others that: Collaborative Learning Strategy should be adopted in the teaching and learning of essay writing in senior secondary schools in Nigeria. Also, both male and female students should be exposed to CLS.

KEYWORDS: *Collaborative Learning Strategy, Writing Skills, Gender, Vygotsky's Social Constructivist Learning Theory.*

INTRODUCTION

The overall aim of secondary education is to prepare the students to be useful in the society and to equip them for tertiary institutions. Secondary education equips students to live effectively in the modern age of science and technology; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and live as good citizens; foster the Nigerian unity with emphasis on the common ties that unite within diversity; and foster the desire for achievement and self-improvement (UNESCO, 2006). With respect to curriculum adopted to achieve this aim, the report of UNESCO (2006) states that the English language is the most important subject. The reason for this is instantly obvious considering the fact that all other subjects, except the three indigenous languages (Igbo, Yoruba and Hausa) are taught in English.

Consequently, students are expected to acquire adequate knowledge of the English language, and have a sound command of the four basic communication skills (listening, speaking, reading and writing) before advancing to institutions of higher learning. Secondary school students' ability to use the English language effectively largely determines, not only their success in examinations in all aspects of their studies, except for the native languages, but also to national development, as young adults in the future. The stability, unity and progress of the entire nation is linked to students' proficiency in English, as far as the Nigerian society is concerned.

In a World Bank study published on the 19th of February, 2001 in *The Guardian*, one of Nigeria's major daily newspaper,it was argued that Nigerian University graduates are poorly trained and unproductive on the job, and that graduates' skills have steadily deteriorated over the decades. According to the report,the poor performance of Nigerian graduates is particularly evident in two areas; poor mastery of the English Language and lack of requisite technical skill. It was noted in the report that the deficiencies in those vital areas make Nigerian graduates of the past fifteen years unfit for the labour market, and sometimes the larger society (Aduwa-Ogiegbaen, 2016).

Miriam (2020) carried out a study on Collaborative Learning Tips and Strategies in Secondary School. The result of the study showed that collaborative learning teams attained higher level thinking and preserve information for longer time, than students working individually. This is attributed to '.the fact that the groups tend to learn through discussion and clarification of ideas. Perhaps, information that is discussed is retained in long-term memory. The study is related to the present study because the researchers are also interested in the need to improve students' proficiency in learning, specifically, their (essay) writing skills. Collaborative learning strategy is one variable that is present in both studies. The difference in the two studies is the fact that in the previous research, the respondents were secondary school teachers, while in this present study, secondary school students are the respondents. Moreover, the previous study investigated learning generally where as, the focus of this study is essay writing skills.

In a similar study carried out by Uzoegwu (2004), it was found out that there is a significant effect of Cooperative Learning Strategy on gender in terms of students' achievement score in essay writing. There was however, no significant interaction effect of (direct) instruction method and gender, location and ability. Torty (2010) investigated the effect of collaborative learning strategy on secondary school student's achievement in writing and found out that students taught with collaborative learning strategy had higher post mean score than those taught with the traditional lecture method. In a related study, Aisha (2016) found out that collaborative learning had no beneficial effect on the students' exercise and foster skills or in their scores for mid-term examination. However, collaborative learning had a significant effect on the students' proposal writing scores.

Collaborative Learning Strategy

Several innovative strategies have been introduced into teaching and learning in other to advance the way teaching is done in schools. Some of these strategies are: flipped classroom, collaborative learning, cooperative learning, problem based/embodied learning, situational learning, conceptual/contextual learning, mobile learning, active learning, work based learning, etc. Most innovative techniques embrace the four Cs also known as the learning skills. The four Cs or learning skills are: *critical thinking*, *creative thinking*, *communication* and *collaboration*.

Critical Thinking: Critical thinking has to do with making clear and reasoned judgement. It is a way of deciding whether a claim is true, partially true, or false. The individual deliberately and systematically processes information in order to make better decisions, and generally understand things better. Critical thinking brings about reasoned conclusions based on a reasoned process.

Creative Thinking: Creative thinking involves expansive, open-ended invention and discovery of possibilities. The creative thinker is concerned with looking at, and solving problems from different perspective, avoiding conventional solutions and thinking outside the box. The process of thinking creatively allows the individual to explore connections, meet new challenges and seek solutions that are unusual, original and fresh.

Communication: Communication is a two-way interactive process by which individuals (participants in the communication art) reach mutual understanding, exchange information, news, ideas and feelings, and also create thought and meaning. Itincludes encoding, transmitting, receiving and decoding messages.

Collaboration: Collaboration has to do with working together for a common goal. As it relates to learning, it is a situation in which two or more learners learn or attempt to learn something together. The focus of this work is ‘collaborative learning strategy’.

Collaborative learning is a strategy of teaching and learning that involves group of students working together to solve a problem, complete a task, or create a product. As remarked in Ochoma (2018), collaborative learning entails group of learners working together to search for understanding, meaning or solutions; to create an artifact or product of their learning. Collaborative learning activities can include: collaborative writing, group projects, joint problem solving, study teams, debates, etc. When learners collaborate, they capitalise on one another’s resources and skills by getting information from one another, evaluating one another’s ideas, monitoring one another’s work, etc.

Collaboration can be informal, formal, asynchronous, synchronous, cloud collaboration, etc. Hence, collaborative learning can be made available by certain technologies, such as e-mail, weblogs, message boards, chats, and teleconferencing. There can as well be teacher-teacher collaboration; learner-learner collaboration; teacher-learner collaboration.There are several advantages of collaborative learning. For instance, collaborative learning allows the fostering of a spirit of cooperation among the students; it enhances the potential of the students and increases their writing ability (Ruiz, et al. 2006; Ochoma, 2018; Ochoma&Ubgoja, 2021).

The essence of students’ collaborative learning design is to provide opportunities for students to communicate effectively to encourage mutual support in order to master the purpose of the lesson. The evolution of the overall connection among the learners, sympathy and cooperation among them, etc. are some benefits associated with collaborative learning (Bower and Richards, 2006). Learning flourishes in a social environment where collaboration between learners and teachers or among learners, take place

Writing Skills

Writing is one of the language skills that aid people to think, communicate and express ideas in today's world. When people write, they attempt to record their thoughts or ideas using graphic symbol that is socially acceptable. The act of writing is a solitary act; the individual writes alone. A good writer anticipates the reactions of the reader that he cannot see or hear and thus takes such reactions into consideration in his piece ((Okebukola, 2001 in Ochoma, 2014; Ochoma, 2016).

The act of writing is not developed naturally. It requires proper teaching, studying and undergoing a range of activities and training. It is the responsibility of the teacher thus, to lead the students to analyze a written work in terms of correct grammar, correct words, meaningful punctuation, spelling, connecting ideas to develop information and organising it appropriately in an attempt to learn how to write. It is expected that teachers motivate students and provide enabling environment that can help in the development of good writing skills. It is vital that teachers help students by teaching them to write good piece, develop information, arguments or ideas for particular or different kinds of readers.

Essay writing is one of the aspects that every candidate must attend to in any English Language examination. Laraiba et al (2013) carried out a study on "Enhancing students' essay writing skills: An action research project". The findings obtained from the quantitative data showed improvement in the written expression skills of the students. It was observed that teachers can help students improve their essay writing skills by taking some intervention measures. In the same Lutzker (2015) carried out a study,using 17 years old German students to explain and prove that practicing creative writing constantly, tremendously changes and improves students' writing abilities; and that constant practicing of imaginative writing helps to improve students' essay writing skills. Lutzker noted that using creativity in the classroom requires the teachers' total use of collective creativity and collaboration.

Gender and Students' Academic Performance

Gender has been identified as one of the factors that affect performance among students. A research finding reported by Camarata and Woodcock (2006) clarifies that females are better in academic performance than boys. Peterson (2010) reported that girls' writing ability over boys contribute immensely to their language development. Jafari and Ansari (2012) examined the effect of collaboration on learners' writing accuracy and reported that females in the collaboration group out-performed the males. Ochoma (2013) remarked that there is a complex relationship between language and gender in the academic studies of gender. There is wide range of concern by researchers and educators on the public view that English language is feminine and that the females perform better than their male counterparts in English.

Vygotsky's Social Constructivist Learning Theory

Social Constructivism Learning Theory focuses on personalised learning within the context of social learning and therefore sees knowledge as a human product that is socially and culturally constructed (Paily, 2013). This work is hinged on Vygotsky's Social Constructivist Learning Theory. Vygotsky is one amongst those who believe that children actively construct their learning and the fact that knowledge is mutually built and constructed. The importance of learning through social engagement, interaction and collaboration originated from Vygotsky. He held that teaming is associated directly with social development, and that learning is a social process that allows learners to grow and develop based on their interactions and socialisation with other people. Learners are to be guided in the learning process, with the teacher making efforts to assist them in their learning(Alex, 2003; Michael etal, 2007).

The whole idea about collaborative learning has so much to do with Vygotsky's idea of the 'Zone of Proximal Development' (ZPD). ZPD has been defined as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers. ZDP is the gap between what the learner can achieve on his own and what he can achieve with the support of others. It considers what the learner can do if aided/guided by peers or adults; its full development depends on full social interaction. It is believed that the ability to attain higher levels of knowledge and understanding is dependent on interaction with other peers that are more advanced. In other words, it is the unequal interactions that make learning possible. The unequal interaction happens when the learners are collaborating among themselves, or with teacher (Ochoma, 2018).

Learning is a social process that occurs when people engage with each other; it is not a journey of passive development but rather an active one that is shaped by external forces. The teacher is to act asfacilitator and gradually withdraws explanation, hints and demonstrations until the learner is able to perform the skill unaided. The teacher should also be ableto establish many opportunities for learners to be able to learn with him and more skillful peers. This will encourage learners to learn from previous knowledge they already had,and build the new knowledge. It is necessary that learners are taught in such a way that they will be able to apply the knowledge gained, outside the classroom.

Relating Vygotsky's Social Constructivist Learning Theory to this study, it can be inferred that achievement in writing largely depends on the learners, the environment itself and then the interactions that exist among them. The implication of this is that the English language teacher must give the learners the opportunities to construct, produce and use experiences that are meaningful to enhance their understanding of their environment. This will enable them comfortably think, reason, perceive, talk and reflect about their environment. The learner creates meaning through his or her social interactions with others and the environment.

Statement of the Problem

Shortcomings are particularly observed in the writing skills of the students in secondary schools, particularly in Idah Education Zone of Kogi State, Nigeria. This situation is worrisome, considering the status of English language in Nigeria, coupled with the fact that the ability to write in English language affects academic performance in other subject areas. It is on this note that the researchers are interested in investigating if the collaborative learning strategy can help the learners improve on their essay writing skills.

Purpose of the Study

The purpose of this study is to investigate the effect of CLSon the performance of SSII students in essay writing in Idah Education Zone ofKogi State, Nigeria. To achieve this, the following objectives are put forth: to

1. Investigatethe performance of SSII students inessay writing when taught using CLS and Discussion Strategy.
2. Determinethe influence of gender on the performance of SSII students taught essay writing using CLS.

Research Question

The following research questions guided the study:

1. What isthe performance of students inessay writing taught with collaborative learning strategy and that of the counter parts taught with discussion strategy?
2. What is the influence of gender on the performance of SSII students taught essay writing using CLS?

Hypotheses

The following hypotheses are formulated to guide the study:

Ho_1: There is no significant difference in the mean scores of students taught essay writing using the collaborative learning strategy and those taught using discussion strategy.

Ho_2: There is no significant difference in the mean scores of the male and the female students taught essay writing using the collaborative learning strategy.

Methodology

This study utilized a pre-test, post-test non-equivalent quasi-experimental design. As a quasi-experimental study, there was no random assignment of subjects; rather, intact classes were used for the study. There was a treatment group where students were taught essay writing using the collaborative learning strategy and a control group that was taught using discussion strategy.

The population of the study comprised a total of 3,123 SSII students, with a sample size of 80, 38 males and 42 females. The Simple random sampling technique was used to select two secondary schools, both government owned and co-educational (mixed). One of the mixed schools was assigned to the treatment group while the second one was assigned to the control group. This was done through the toss of a coin. In all the schools, intact classed were used.

The instrument used for the study was an English Language Essay Writing Test (ELEWT). It was subjected to face and content validity, and reliability tests. A reliability index of 0.76 was obtained, using the test re-test method. At the outset of the experiment, the ELEWT was administered to the students in both the treatment and control groups by the subject teachers as the pre-test. The question papers and the answer scripts were retrieved from the students at the end of the test so that the possibility of using it for revision will be minimized. At the end of the experiment which lasted for four weeks, the same ELEWT was administered to the students as post-test, but with the items reshuffled. Scores were assigned based on content, clarity, coherence and mechanical accuracy. The obtained from both pre-test and post-test were used to answer the research questions and to test the hypotheses. While the research questions were answered using Mean and Standard Deviation, the null hypotheses were tested using Analysis of Co-Variance (ANCOVA), at 0.05 level of significance.

Result

Research Question1: What is the performance of students in essay writing taught with collaborative learning strategy and that of the counterparts taught with discussion strategy?

TABLE 1: MEAN ACHIEVEMENT SCORES OF STUDENTS' FOR THE TWO GROUPS IN ESSAY WRITING SKILLS

Variable		**Pretest**		**Posttest**		
Instructional Mode	N	$\bar{x}$	SD	$\bar{x}$	SD	Mean gain
Treatment group (Collaborative Strategy)	44	36.13	4.74	63.30	5.52	31.8
Control group (Discussion Strategy)	36	38.43	5.63	43.30	4.71	6.75

Results in Table 1 show that the experimental group had a pretest mean of 36.13 with a standard deviation of 4.74 and a posttest mean of 63.30 with a standard deviation of 5.52. The difference between the pretest and posttest mean for the experimental group was 31.8. The control group had a pretest mean of 36.43 with a standard deviation of 5.63 and a posttest mean of 43.30 with a standard deviation of 4.71. The difference between the pretest and posttest mean for control group was 6.55. However, for each of the groups, the posttest means were greater than the pretest means with the experimental group having the higher mean gain. This is an indication that instructional strategy has some effects on students' achievement in easy writing.

Research Question 2: What are the mean writing skills scores of male and female senior secondary school students taught essay writing using the collaborative learning strategy?

TABLE 2: MEAN WRITING SKILL SCORES OF MALE AND FEMALE STUDENTS TAUGHT ESSAY WRITING USING THE COLLABORATIVE LEARNING STRATEGY

Variable		**Pretest Interest**		**Posttest Interest**		
Gender	N	$\bar{x}$	SD	$\bar{x}$	SD	Mean gain
Male	38	36.66	6.22	69.89	6.45	30.03
Female	42	37.38	5.8	72.00	5.26	32.53

Results in table 2 above show that male students had a pretest mean of 36.66 with a standard deviation of 6.22 and a posttest mean of 69.89 with a standard deviation of 6.45. The difference between the pretest and posttest mean for the male students was 32.03. The female students had a pretest mean of 37.38 with a standard deviation of 5.8 and a posttest mean of 72.00 with a standard deviation of 5.26. The difference between the pretest and posttest mean for the female was 32.53. However, for each of the groups, the posttest means were greater than the pretest means with the female students having the higher mean gain. This is an indication that instructional strategy has some effects on female students' achievement in easy writing skills more than their male counterpart.

Hypotheses

Ho$_1$: There is no significant difference in the mean writing skill scores of students taught writing skills using the collaborative learning strategy and those taught using the conventional method.

TABLE 3: ANCOVA TABLE FOR STUDENTS OVERALL WRITING SKILL SCORES BY METHODS AND FOR INTERACTIONS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Dec.
Corrected Model	20656.584[a]	0	10226.352	313.361	0.00	0.83	
Intercept	6836.099	1	6836.099	211.438	0.00	0.62	
Pretest	579.090	1	579.090	15.728	0.00	0.12	
Group	20831.935	1	20831.935	442.735	0.00	0.83	S
Error	3101.206	73	32.301				
Total	362677.000	80					
Corrected Total	22668.751	79					

Note: S = Significant NS = Not Significant, α = 0.05

For hypothesis 1, the alpha level (0.05) is greater than the probability value (.000). This indicates significant result. Based on the decision rule the researcher rejects the null hypothesis and concludes that there is significant difference in the mean writing skill scores of students taught writing skills using the collaborative learning strategy and those taught using the discussion teaching method

Ho$_2$: There is no significant difference in the mean writing skill scores of male and female students taught essay writing using the collaborative learning strategy.

TABLE 4: ANALYSIS OF CO-VARIANCE OF MEAN WRITING SKILL SCORES OF MALE AND FEMALE STUDENTS WHO WERE TAUGHT ESSAY WRITING USING THE COLLABORATIVE LEARNING METHOD (TREATMENT GROUPS ONLY)

Source of variation	Sum of squares	DF	Mean square	F	Sig of F
Covariates (Pretest)	7922.570	1	7922.570	358.988	.000
Main Effects (Gender)	8.262	0	8.262	.374	.541
Explained	7930.832	1	3965.416	179.681	.000
Residual	4899.363	78	22.069		
Total	12830.196	80	57.278		

Summary of data analysis shown in Table 4 reveals that the alpha level (0.05) is less than the significance of F-value (.541). Based on the decision rule the researcher upholds the null hypothesis and concludes that there is no significant difference in the mean writing skill scores of male and female students taught essay writing using the collaborative learning strategy and those taught using conventional method.

Summary of the Findings

Results attained in this study reveal the following as the major findings:

1. Collaborative learning strategy has significant effect on students' academic performance in writing skills. The group taught essay writing using the collaborative learning strategy, performed significantly higher than the group taught essay writing using the discussion method.
2. There is no significant difference in the mean scores of male and female students taught essay writing using the collaborative learning strategy.

DISCUSSION OF FINDINGS

The findings of this study revealed that students in the treatment group taught essay writing using the collaborative learning strategy obtained a higher mean achievement score than those in the control group who were taught essay writing using the discussion strategy. This is in agreement with the findings of Uzoegwu (2014), whose findings showed that there is a significant effect of co-operative learning strategy on the students' achievement in essay writing in the English Language. The present study also agrees with Torty (2010), whose findings revealed that students taught with collaborative learning strategy had higher post mean score than those taught with the traditional lecture method.

Table 2 reveals that the females achieved slightly higher than the male students. The males had adjusted mean score of 67.44 while the females had 67.55. This was not found to be statistically significant in the test of hypothesis. This finding disagrees with Uzoegwu (2004) who found out in his study that gender was a significant factor in students' achievement in language. Uzoegwu came to the conclusion that the male students achieved higher than their female counterparts in essay writing in the English language. However, the results of this finding agree with the findings of Torty (2010), that gender has no significant influence on students' achievement. The researchers did not establish any significant difference in the achievement of male and female students taught English language using different methods and techniques. This indicates that with the effective application of the collaborative approach, good results can be attained by both male and female students.

CONCLUSION

Developing good writing skills generally in students, is crucial. This is because an individual's ability to write well marks him out as literate. Moreover, students are assessed in most examinations through what they write, irrespective of the subject. It is the responsibility of the teacher to create an enabling environment that will facilitate the development of good writing skills in student. One way the teacher can do this is by the choice of method or strategy he decides to use. The traditional methods of teaching which discussion is one, have been found to be unsatisfactory even as shown in the result obtained in this study. Hence, teachers should be all out to incorporate collaborative learning strategy in the teaching of writing skills, specifically essay writing skills, in order to attain results that will bring about changes in our educational system.

Recommendations

1. Collaborative learning strategy should be adopted in the teaching and learning of writing in senior secondary schools in Nigeria since it improves students' writing skills.

2. Teachers should provide students with the necessary assistance and encouragement at the right time.

3. Teachers should give learners opportunities to construct, produce and use experiences that are meaningful to enhance their understanding of their environment.

4. Both male and female students should be exposed to collaborative teaching strategy since it shows significant improvement in their writing skills.

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GENDER STEREOTYPES IN PRIVATE DISCOURSES (ON THE SCREENPLAYS OF "MENDIRMAN JALOLIDDIN" AND "ERTUĞRUL")

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ABSTRACT

The present paper is about gender stereotypes in private discourses (on the screenplays of "Mendirman Jaloliddin" and "Ertuğrul"). It discusses about the linguocultural, ethno cultural aspects of screenplays represents history of Uzbek and Turkish people's life.

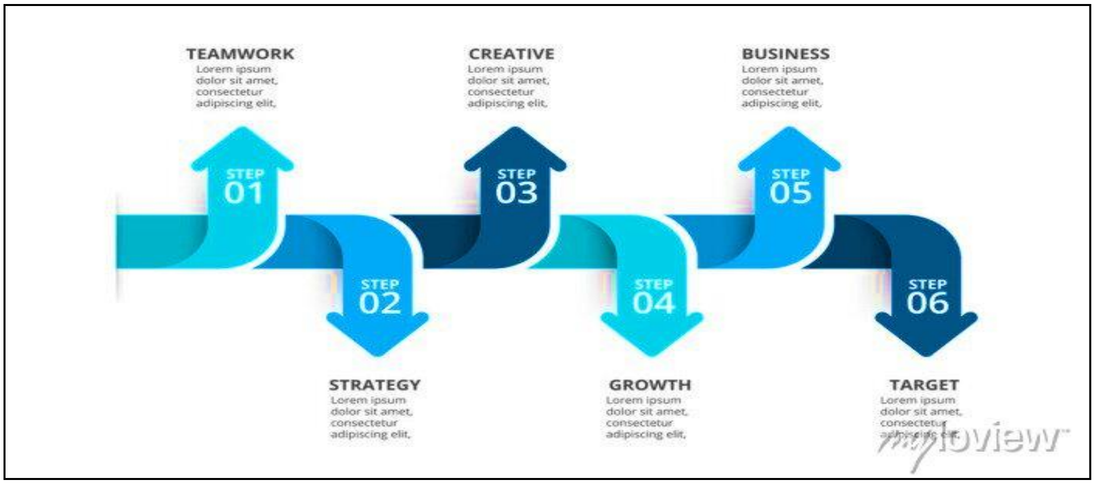
KEYWORDS: *Mendirmanjaloliddin, Ertuğrul, Discourse, Screenplays, Scenarios, Pragmalinguistics.*

INTRODUCTION

Ertugrul Ghazi, the father of the Ottomans who went to build the Ottoman dynasty, is not as famous as Sultan Suleiman (1520-1566) and Sultan Abdulhamid II (1876-1909) 2, but his inclusion in this list is not accidental. He is the protagonist of TRT's "Resurrection Ertuğrul" (Resurrection Ertuğrul, 2014) series, which led the Qai tribe from the west to present-day Turkey during clashes with enemies such as the Mongols and the Knights of Templar. Thus, although little is known about the historical Ertuğrul, the TRT hero is known and loved all over Turkey and even.

THE MAIN FINDINGS AND RESULTS

Jaloliddin Manguberdi as a prince of Khorezmshahs was a hero who fought valiantly against the Mongol invaders. Here are the things that unite the protagonists of both screenplays:



In both scenarios, discourse is expressed in the form of presuppositions, speech intensity. The reason for any speech movement is different situations. In such situations, the person needs to talk to the other person. Such a set of situations leads to a communicative situation. There are many definitions of communicative situations in the work of pragmalinguists. One of them, N.I. Formanovskaya, writes: “The communicative situation is a complex situation, which reflects the relationship between external conditions and the state of the participants in the form of speech. In the works of V.G.Gak, I.P.Susov, K.A.Dolin the communicative situations are described differently, but by generalizing them we can give the following main components:

• Communication partners and communicators;

• Main objectives of communication;

• Conditions of communication (reasons, etc.).

In the screenplays “MendirmanJaloliddin” and “Ertugrul”, the speech situation paves the way for other events related to the discourse. An analysis of both historical screenplays reveals similarities in the following speech situations:

1. The relationship between father and son;

2. Relationship between leaders and officials;

3. Brotherhood;

4. The attitude of women (upper and lower class);

5. Attitudes of commanders;

6. Opponents (enemy, images of conflict).

Each speech situation differs according to gender stereotypes. Also, the linguocultural, ethnocultural aspect also makes differences in the verbal and nonverbal formation of the speech of the protagonists of the two screenplays. However, it can be observed that there are some commonalities in the description of the two scenarios, such as the plot, the involvement of nonverbal components, the occurrence of a speech situation, the escalation of the conflict. We have already mentioned these commonalities, emphasizing that they are historical facts. It is also possible to say that the director and director of production, as well as the fact that some filmmakers belong to the same nation, were filmed under the direction of a film company. This aspect of the issue shows that in a screenplay, not only the main prototype, but also the goals of the actor, screenwriter, and director are generalized in the formation of the protagonist's communicative, character, and image.

The occurrence of speech intensity in the speech of the protagonists is expressed in a situation where the content of irony is mixed in conflict situations. Although the theme of the series has changed with the seasons, it tells the life story of Ertugrul Ghazi, the father of Osman Bey, the founder of the Ottoman Empire, the struggles of Kai and the process of becoming a state. In the series, ErtugrulBey tells the legend of a Turkish man who is “smart”, “strong”, “faithful”, “brave”, “just”. Although ErtugrulBey is the protagonist, every “positive” trait is accumulated in him, his father Suleiman Shah; The Alps (especially Turgut Alp and BamsiBeyrek) and his sons (Osman, Gunduz Alp and SavjiBey) are also characters in line with the fictional Turkish male myth. Male characters are usually presented as warriors and administrators of state affairs. When we look at female protagonists, we can usually see a gender who does the housework of the tribe, takes care of the children, and is responsible for economic production.

In Ertugrul's screenplay, Ertugrul and Kuntugdi, Kuntugdi and Suleymanshah, Seljan's wife and Helime's speech, the intensity of the speech appears together if you know the irony. This, as noted above, is a reflection of internal and external conflicts. This means that private discourse should not only focus on the participants in the speech and their speech analysis, but also take into account all the influences and factors associated with the speech before, during, and after it occurs. In particular, the conversation between brother and sister in “Ertugrul”:

Kuntug’di: Sahrodagiyolg’iuzdaraxtdeksan,uka -Kuntugdi: You are the only tree in the desert, brother.

Ertug’rul, Negaundaydeysiz,og’a? - Ertugrul, why do you say that, brother?

Kuntug’di:Harkelganbalosengayopishadi.Boshlabkelganinghaliboshimizgaqandaybaloo lib keladi, yaqindabilibolamiz. - Kuntugdi: Every calamity that befalls you will befall you.

On the stage, which is the subject of the analysis, a banquet will be held under the leadership of the elders, a secret organization of the Turks, and representatives of 24 Oghuz tribes will be appointed against the Mongol threat. The toy is an important gathering for the Turks. Religious ceremonies were held at the first gatherings and gatherings, and the origins of the wedding tradition date back to the Mao-Tung period in the Asian Hun Empire between 209-174 BC.

It is known that the number of animals was determined, state affairs were discussed, decisions were made, and three large meetings were held (Seyitdanoglu, 2009: 2-4). In the first picture show, ErtugrulBey, who took part in the parade in the full sense of Barthes, and ArtukBey, who accompanied him, are sitting in a place reserved for them at the toy. He has the IYI logo, a symbol of the Kai tribe on which he sits. When ErtugrulBey tried to sit down, the camera focused on the IYI logo, which symbolizes Kayis, and ErtugrulBey was depicted as bending over an icon, the movement of a vertical pan. the movement of the camera on the vertical axis, up and down, and down in the direction in which Ertugrul is sitting. In this sense, connotation comes with technical codes. Accordingly, the tribes of the gentlemen, who sat under different flags in terms of meaning, were represented by ErtugrulBey, which refers to the organizational structure of the Turks, who were different from each other and lived a nomadic life.

The correct interpretation of the message of the discourse participants depends on several factors. Such terms and conditions are referred to in the scientific literature as a pragmatic communicative context. In general, discourse-shaped relationships are open and hidden in the context. All visible and direct management is covered by an open and clear context. It can be conditionally divided into verbal and nonverbal. But the context that is not directly visible or hidden consists of the characteristics of the communicators 'goals, interests, motives, personal behaviors, in particular, level of education, social status, and so on. Speech outcomes will be different in these contexts. The same type of communicative situations depends on their main components. That is, time and space relationships are known to communicators, the sender's speech and behavior, the recipient's certain press-positive qualities (such as interests, goals, knowledge); message on a specific topic. Thus, first and foremost, the communicative pragmatic context of the speech constitutes the participants. Therefore, the main important component of communicative situations are the participants.

O'g'uzodatieshitishnibilgangako'paytadi, o'g'lim - The Oghuz tradition says a lot to those who know how to listen, son.

Qorataygar: *MeningeshigimSizuchunochiq, Tiytus, lekinmeningyerlarimdakallaovigachiqsangiz, o'zkallangizdanmahrumbo'lasiz. - Black Tiger: My door is open for you, Titus, but if you go hunting in my land, you will lose your head.*

The word Intensia was first used by the disciples of J. Austin. In general, the actions of the participants aimed at showing their intentions and state of mind to other people constitute a speech act. In any case, intention as thinking comes before language. Different events, happenings, situations affect the communication between participants or speakers. We can call them the external environment or the environment. In many cases, the need for communication between people is related to situations in the external environment. For example, if someone feels uncomfortable and uncomfortable in that environment, he or she will immediately try to change the situation. Such motivations lead to communicative intentions.In the scientific literature, this concept is given as a speech intensity (from Latin meaning intention or inner thought). In general, the term intensity was originally used in philosophy.

MendirmanJaloliddin:

Askarlardanbiri:*Shahzodam, o'zingizgao'xshagansherniqo'lgatushiribsiz deb eshitdim.*

One of the soldiers*: Prince, I heard you caught a lion like you.*

Jaloliddin:*Mengao'xshagandaqo'lgatushmasdi.*

Jaloliddin*: He was not caught like me.*

As a result, two types of intention can be identified in linguistics communication: 1) the initial intention of the speaker; 2) sudden intention. It should be noted that the qualities of variability and flexibility predominate. After all, each participant has their own intentions and he or she will try to make the conversation similar to their own intentions. Because each participant tries to make the speech movement effective. Thus, we can group the bases to describe the concept of intention as follows:

1) The intention can be direct or indirect, depending on whether it is realized through speech;

2) The intention of the speaker may be implicit or explicit, depending on whether the intention is explicit or implicit;

3) It can be mental or possible, depending on how the speaker reacts to any type of activity;

4) It can be positive or negative, depending on how the intentions affect the speakers;

5) Depending on the length of the intention, it can be short or distributive.

Hence, intention is an important factor in communicative activity. In the example above, the intensity did not occur directly. In terms of components:

Mengao'xshaganda(mengao'xshamaydi), qo'lgatushmasdi (qo'lgatushdi)

Intensity is involved in two components of speech. Ertugrul and MendirmanJaloliddin's screenplays have a lot in common with their speech intensity and richness of implications. However, the speech intensity is actively found in the speech of the heroes in the screenplay "Mendirman Jalolliddin".

The phenomenon of presupposition also has a special place in the discourse. Presupposition is a concept that stems from logic and is very popular in linguistics. Assumptions were described in 1892 by the German mathematician, logician and philosopher G. Frege ("Meaning and Denotation"). Then an Oxford School representative, P.F. In 1950, Strouson studied this phenomenon and coined the appropriate term. In the late 1960s, E.V. Paducheva called it a "presupposition boom," as there are now many studies in the West devoted to this problem.

N.D. Based on the analysis of the concepts of foreign scientists, Arutyunova identifies 5 main meanings of the term:

1 a) communicatively insignificant elements of sentence meaning (existential presuppositions),

1b) communicatively insignificant components of meaning words that ensure that the word is given correctly to the denotation;

2) Presentations of speakers on the natural relationship between events (logical assumptions),

3) Conditions for the effectiveness of the speech act (pragmatic presuppositions),

4) Semantic definition of one word or sentence in the text by another word or phrase (syntagmatic presuppositions),

5) The opinion of the speaker on the level of awareness of the speaker (communicative presuppositions) [1, pp. 325 - 331].

Presuppositions are a means of connecting the preceding and following parts of speech. Presupposition is central to screenplays. Takes an active role in attracting the attention of the audience.

In the script of "MendirmanJaloliddin":

Turkonxotun: Aslzodaliknio'rgatibbo'lmas. U nasldannaslgao'tadi. Qayerdanbilasizdersiz, ***birvaqtlar****o'rgatishgarosauringanman.*

TurkonKhotun: Nobility cannot be taught. It is passed down from generation to generation. You know, I used to love teaching.

Thus, the presupposition in this sense is closely related to the linguistic form of the sentence and clearly expresses its content. As E.V. Paducheva points out, “presuppositions are traditional components of the meaning of words and constructions of a particular language and did not arise because of the general laws of communication” (basically, the assumption that a particular word exists in a particular language may not have its equivalent in another language) [2, pp. 8-42].

Presupposition is essentially close to implication. It is often difficult to distinguish between presupposition and implication. In the example above, both presupposition and implication are involved along with speech intensity. If the implication can be distinguished by the general essence of the sentence, a certain word or phrase serves as a tool in determining the presupposition.

Aslzodaliknio’rgatibbo’lmas. U nasldannaslgao’tadi. - Nobility cannot be taught. It is passed down from generation to generation.

When the implication in the speech of a Turkon woman is widely expressed along with its internal content, it is formed as follows:

Tagi-zotiaslzodabo’lmaganodamtoabadaslzodabo’lolmaydi. Oychechechgakxotunaslzodaemas-tagipast. - A person who is not a noble cannot be a noble forever. Oychechechgak is not a noble woman.

Implication explains what is being said by hiding it from direct expression. In the culture of the peoples of the East, there is a way of expressing ideas through tags, allusions, and irony. Therefore, the use of implication in the works of art of the peoples of the East is active, and it is a natural phenomenon.

The next stage of the speech involves presupposition:

*Qayerdanbilasizdersiz, **birvaqtlar**o’rgatishgarosauringanman.*

*You know, I **used to** love teaching.*

CONCLUSION

By using the word once, the Turkon woman refers to the previous reality. Another characteristic feature is the ironic content of the implication that Mendirman Jaloliddin takes an active part in the women’s speech in the screenplay. Also, nonverbal components are used to express meaning, such as frowning, dropping the eyebrows, twisting the lips, gesturing, blinking, making fun of the lips, and laughing in the brain. Noverbal and verbal implications are one of the characteristics that characterize women’s speech.

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EXPRESSION OF REAL-LIFE CONCEPTS IN TRANSLATION

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ABSTRACT

There are a number of characteristics that identify the nationality of literature. The most important of these are the psychology of the people, lifestyle, domestic and cultural life, traditions and customs, etc., reflected in the literature. Our article also deals with the realias of national identity, including the words that refer to the concepts of everyday life and how the link is reflected in Hindi. In the process of analysis, the translation of words such as blanket, table, tablecloth, trim, sandals which mean the concepts of everyday life, was considered in translation. Works of the famous Uzbek writers OdilYakubov's "Treasure of Ulugbek" – □□□□□□□□ □□ □□□□□ and PirimqulKadyrov's "Starry Nights" -□□□□□ and their translation into Hindi by the skilled translator Sudhir Kumar Mathur are set as a literary source for this scientific article. The article highlights the primacy and drawbacks of the translation.

KEYWORDS: *Translation, Hindi, Transliteration, Originality, Equivalence, Exoism, National Color, Realia*

INTRODUCTION

Words expressing the things, concepts and events that are specific to a particular people allow the author to describe the material and spiritual life of the characters in a realistic, national way, in other words, these words are the main defining historical and national features of the work of art. One of the tools interpreting such words in translation is the most responsible and challenging issues of a complex problem, such as the restoration of the original national character in another language.

The set of national features reflected in a work of art is called national color in literature. Words related to national color are called national words in other words, realias. Realias are an integral part of the language of the work, through which the author creates the image of the hero, describing the national identity of the people.

Realias include national dishes, clothing, national musical instruments, household items, names, nicknames, tags, urban, rural features, architecture, geographical names, rank, title, class, and so on… words and phrases denoting divisions, institutions, organizations, religious ceremonies, and other ethnographic symbols.

Professor A. V.Fedorov shows how to present realias in translation as follows: [4, p.98]

1. Full or partial transliteration, that is, the phonetic adaptation of a word that reflects a national characteristic or the addition of suffixes to one's own language;

2. Create new words or phrases using the elements of the language to express the subject and by morphological conjugation.

3. Translating words that express realias in another language using words that are close (though not exactly) to that realias in terms of meaning and function.

Although Bulgarian scholars Sergei Vlakhov and Sider Florin's book “Непереводимое в переводе”contains six ways to translate words that express national concepts, all of them are covered by A. V.Federov.

Goals and objectives. The main purpose of writing this article is to study the reflection of the national color and the names of national dishes in translated into the "Treasure of Ulugbek" by OdilYakubov and "Starry Nights" by PirimkulKadyrov. The objectives include the following tasks

- To study the level of methodological norms in the translation of national words.
- See how words related to everyday life are reflected in translation

Methods. Descriptive, comparative, classification and statistical methods were mainly used to cover the topic.

Results and feedback. A comparative study of translations has shown that the historical events depicted in the works have not always been clear to the translator. In such cases, the translator left some national words unexplained or without translation at all. We believe that some of these words are available in Hindi and that the translator could find an alternative to these words and translate the rest by transliteration.

On the example of OdilYakubov's "Treasure of Ulugbek" and PirimkulKadyrov's "Starry Nights" in Hindi, we will see the translation of words that reflect the national identity of the Uzbek people.

One of the main means of determining the nationality of a work of art is the words that refer to the concepts of everyday life.

*Koshonaning ikkinchi oshyonidagi oldi ayvon hayhotday xonaga shamlar yoqilib **ko‘rpachalar** yozilgan, o‘rtadagi xontaxta meva-chevaga to‘la edi [7, p.127].*

The front porch on the second floor of the house was a living room with candles and **blankets**, and the table in the middle was full of fruit [7, p.127].

उसने दूसरी मंज़िल पर स्थित बरामदेदार कमरा तैय़ार किया, उसमें मोमबत्तियां ज़लाई, **बिस्तर** बिछाया और चौकी पर गोश्त के व्यंजन व फलादि सजा दियेदी । [11,p.151]

*Mulla Fazliddin savdar bilan pastga tushib, hujraga yarashadigan gilam va zarbof **ko‘rpachalarni** o‘zi tanladi [6,p.73].*

MullaFazliddin went downstairs with the merchant and chose the rugs and **drumsticks** that fit the room [6, p.73].

पहले से भेजे गये शाहीकारिन्दों के साथ वास्तुकार ने नीचे आकर स्वंय उपयुक्त क़ालीन व **तोशक** वगैरह चुने।[12,p.73]

*Xonada gilamu bir-ikkita **ko'rpacha**. O'rtadagi xontaxtada sovib qolgan kabob va meva-cheva. Bejirim chinni ko'zachada-boda [7,p.94].*

There are carpets and a couple of **blankets** in the room. Chilled kebabs and fruit on the table in the middle. Beautiful porcelain glasses [7, p.94].

दीवारोंसे निकलनेवाली ठण्ड को क़ालीन कुछ कम कर देते थे। कैंदीको, हालाँकि उन्हें इस नाम से नहीं बुलाया जाता था, एक जोड़ी **कम्बल** की दे गयी थी।खानों की कोई कमीन थी: उधर चौकी पर ठण्डे पड़े सींक-कबाब, रोटी, फल और चीनी-मिट्टी के बारीक प्याले में शराब रखे थे। [11,p.108]

In the above three sentences, the word "blanket" is expressed in three different ways. The first sentence is बिस्तर-a bed, the second sentence is तोशक-a mattress, and the third sentence is कम्बल-a blanket. We don't think all three words in the translation mean "blanket." "A thick, soft mattress that can be folded down to sit on, with a long sheath wrapped in cotton." [9, p.29] If the sentence meant that the blanket served as a bed, तोशक(bed) could be an alternative to the word "blanket". There is also the word **बिछौना**s in the Hindi language. **बिछौना**s means “a thin bed to sit on” [3, p. 250] and can be an alternative to the word blanket.

*Mirzo Ulug'bek yoqut ko'zli oltin uzuk taqilgan o'rta barmog'i bilan naqshinkor **xontaxtani** chertgancha yana sukutga toldi [7,p.12].*

MirzoUlugbek fell silent again as he tapped the **embroidered table** with his middle finger with a gold ring with ruby eyes [7, p.12].

उलूग़बेक बिना आराम-कुरसी की पीठ का सहारा लिय किंचित झुक्कर बैठे हुए थे ।वह **ख़ानतख़्ते** पर सोने की अंगूठी में जड़े हीरे से खटखटा रहे थे।[11,p.19]

*Xonaning to'ridagi **xontaxtada** kumush barkashlarga solingan kabob va patirlar, nozik munaqqash piyolalarga quyilgan boda qanday bo'lsa, shunday turardi [7,p.21].*

Kebabs and patties on silver bars stood on **the table** in the net of the room, as did alcohol drink poured into delicate bowls [7, p.21].

इस समय कोने में **छोटी-सी मेज़** पर तश्तरियां,थालऔर नाना प्रकार केव्यंजन: सींक-कबाब,मसाल्,नान,शराब-सबज्यों कात्यों रखे हुए थे।[11,p.28]

The word "table" is translated in several ways in the novel "The Treasure of Ulugbek". For example, the word "table" is sometimes transliterated as मेज़(mez), चौकी (choki), and in some sentences as **ख़ानतख़्ते**. However, the word "table" is not explained below the text. The words मेज़ and चौकी mean "table" in Hindi. However, these words do not fully explain the meaning of the word "table". Because a "table" can be understood as a type of furniture with long legs and short legs of different shapes. Also, a desk is a type of equipment that I use at home, in the office, in various organizations [writing], for meals, and for other purposes. "The table is a thick table with short legs for sitting and eating." [9, p.43] The words मेज़ and चौकी may be equivalent to the word "table" depending on the function. But nationality is not the equivalent. Therefore, in some places, the translation of the word "table" was done correctly using the method of transliteration, but it would be appropriate to comment below the text.

Oyisha begim azbaroyi tortinganidan ***dasturxonning*** *Boburdan eng uzoq chetida o'tirdi. [6,b.184]*

Aisha sat on the far side of the tablecloth, away from Babur. [6, p.184]

आयशा बेगम लजाती हुई बाबर से दूर **दस्तरख़ान** के बिलकुल किनारे पर बैठ गयी ।[12,p.182]

Miram Chalabiyga aytib, tanchaning qo'rini yangilatib, kampirga joy solib berdi. So'ng, uchovlon tancha atrofida o'tirib, ***dasturxonn****i ochishdi. [7,p.188]*

Miram told Chalabi that he had renewed **the tank** and made room for the old woman. The three then sat around the table and opened the table. [7, p.188]

उनहोंने मिरम चलाबी को ***चूल्हा जलाने*** के लिये कहा था,और मां को आराम से बैठने देने के लिये स्वयंगद्दा बिछाया ।फिर वे दोनों ***सन्दाल*** केइर्द-गिर्द बैठ गयेऔर ***दस्तरख़ान*** लगा लिया।[11,p.219]

The word "tablecloth" in these two sentences is expressed as **दस्तरख़ान**(tablecloth). The word is derived from Persian in Hindi and Uzbek and means "tablecloth" (cloth on which food is placed). **दस्तरख़ान** is equivalent to the word dastarkhan. "As a result of cultural, educational, economic and political ties between the countries, the meanings and functions of many words that refer to the concepts of life of a particular people are familiar to a number of people, including translators," it remains for the translator to translate such words through transliteration, without looking for alternative linguistic means in their own language." [4, p.88]

Now, we come to the part where we talk about the middle ground. The WORD **tancha** translation is transliterated as ***सन्दाल*** and is interpreted as follows:

सन्दाल-एक प्रकार की अंगीठी, जिस में गरम राख डालक रऊपर से बड़ा कम्बल ढंक दिया जाता है। सर्दियों में लोग इस के चारों ओर कम्बल में अपने पैर रखकर बैठे रहते है और इसप्रकार उन्हें गर्म रखते है।

Literal translation. Sandals are a heating device in which hot coals are placed and a large bed is wrapped around the top. In winter, people sit on all fours with their feet on the blankets to keep warm.

Now let's look at the word "sandal" in the translation of the novel "Starry Nights".

Ular baxmal ko'rpa yopilgan issiq ***sandalning*** *ikki chetida o'tirib kechki taomni birga yemoqda edilar [6,p.127]*.

They sat on both sides of **a warm sandal** covered with a velvet bed and ate dinner together [6, p.127].

वे मखमली रज़ाई से ढके **संदल** पर बैठे शाम का खाना खा रहे थे।[12,b149] The word "sandal" in this sentence is transliterated as "**संदल** " and is interpreted as follows.

संदल एक प्रकार की चौकी जिसे गरम अंगीठी या फर्श में बने जलते कोयलेवाले दड्ढे पर रखकर मोटे रजाई से ढक दिया जाता है।सर्दी में उसके चारों ओर रजाई से पैर ढककर लोग बैठते या सोतेहै।

Literal translation: A sandal is a heating device in which hot coals are placed and a large blanket is placed on top. In winter, people sit on all fours with their feet on the blankets to keep warm.

It is known that the tancha, that is, the sandal, is a recess built into the edge of the room, a low chair on which it is placed, and a bed that covers it, is a local heating device and it is used as a dining table. The interpretations of the word "sandal" in both novels are close to each other, used appropriately and can explain the word "sandal".

Shahzoda maxfiyxonaga o‘tdi va marmar **obrez** yoniga cho‘nqayib taxorat oldi, keyin huddi jang-jadal paytidagiday zarbof to‘nini qibla tomonidagi burchakka yozib, sajdaga bosh qo‘ydi [7,b.160].

The prince went into hiding and dipped himself in the marble **trim**, then, as in battle, wrote his drumstick in the corner on the qibla side and prostrated [7, p.160].

उस कमरे में जाकर शाहज़ादे ने संगमरमर की फ़र्श वाले ***आबरेज़*** के पास उकड़ं बैठकर वज़ू किया।फिर अपना चोग़ा उतारा, और जैसाकि युद्ध के आरम्भ होने से पूर्व किया करता था, उसे को ने में बिछाकर मक्का कीओर मुंह करके उस ज़री के जानमाज पर घुटनों के बल बैठ गया।[11,p.174]

"Obrez- is a racetrack or a hallway, a trench with a special cover for washing hands and face." [8, p.79] The translator transliterated the word "obrez" in the translation and explained it below the text as follows. ***आबरेज़- वज़ू व ग़ुस्ल के लिये गड्ढानुमा खास जगह***. Literal translation. Obrez is a special place for washing and bathing. The comment is appropriate and correct. We have also seen that in the translation of Starry Nights, the word obrez is translated as **नाबदान**.

Ustozlari Temur boboga atalgan sovg‘a-salomlarni qo‘ltiqlashib, og‘a-ini Qalqonbek va Bosqonbek kirib kelishar, shunday paytlarda o‘choqda qora **qumg‘on** biqirlab, suhbat qizir, dorussaltanatdagi barcha yangiliklar o‘rtaga tashlanar edi [7,p.170].

His teachers, with presents and greetings to their grandfatherTimur, brothers Kalqonbek and Bosqonbek came in, at that time, the oven was buzzing with **black sandstone** (a thing to boil water), the conversation was heated, and all the news in the kingdom was spread. [7,p.170].

क़लक़ानबेक बसक़ानबेक दोनों भाई रूखा-सूखा लेकर मिलनेआते,और तब ऐसा लगता मानो आग पर रखे काले **क़ुम्ग़ान** में पानी बहुत ज़ो रसे खौल रहा है और उनके साथ ही बातचीत में भीजानआ जाती 1[11,p.192]

A large teapot, usually made of copper, is used to make tea. [9, p.438] In the translation, the word kumgan is transliterated and explained under the text as follows:

क़ुमग़ान- चाय का पानी रखने और अलाव में उबालने का काम आनेवाला पात्र।

Literal translation. A pot filled with tea water and boiled over a fire. The explanation of the word "sandstone" under the text is correct and clear.

“The use of transliteration is explained by the lack of real equivalents in the language of translation. This is due, firstly, to the fact that the ways of development and socio-economic conditions of life of the two peoples are different, and secondly, the overuse of realias cannot be digested by the language of translation and the realias cause strange misunderstandings for the reader. [1, p.158]

CONCLUSION

In the above, we have analyzed the expression of national words in Hindi on the example of the novels "Starry Nights" and "The Treasure of Ulugbek", and have come to the following conclusion.

1. Comparative analysis of 6 words related to the concepts of everyday life. In translating these words, the translator mainly used the method of transliteration. Transliteration is the most convenient way to express specific words in a translation that reflect the concepts that people have in their way of life.

2. In some places, some national words have been transliterated and not commented under the text. As a result, a number of specific words about the Uzbek people have become incomprehensible to Indian readers.

3. The translator tried to find and translate words and concepts related to some realias by finding an alternative in the target language. He translated some national words using a word that was close to that realias in terms of the function he performed.

4. It turned out that he used words from Arabic and Persian into Hindi in his translation.

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THE PECULARITIES OF TRANSLATION FROM ORIENTAL CLASSIC POETRY

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ABSTRACT

A great deal of work has been carried out in the field of poetic translation in the world. The main focus of such research has been the processes of restoring and interpreting the meaning of the original text in Roman-German and Slavic interlanguage translation, and discussed the categories of adequacy and equivalence as the main criteria for determining the quality of translation. Studies on the theory and practice of poetry translation from Eastern languages, especially from Turkish to English, are extremely rare. Thus, this article focuses on some characteristics and critical stages of the translation of poetry from middle-age Islamic orient into modern English.

KEYWORDS: *Ghazal,Poetic Translation, Oriental Poetry, Alisher Nava'i, Poetics, Oriental Lyrical Genres, Poetry Rendering, Imagery, Stylistics.*

INTRODUCTION

Exclusive characteristics of poetic systems, their uniqueness together with their similarities and differences, issues related to form, poet's speech, rhythm, meter, rhyme, and imagery which are the components of poetics, in the translation of poetic texts from Turkic languages into European tongues needs to be explored in a comparative perspective. Moreover, the issues of the formal-semantic and poetic harmony between the original and translated texts, which has an important role in translating classical poetic texts into English, have not specifically researched as a scientific problem so far.

Although small lyrical genres are shorter in form than prose works, they possess a unique trait of being able to absorb the idea and purpose expressed in dozens and sometimes hundreds of pages written in prose into the essence of wonderful verses or stanzas. The main purpose of any text is to form a dialogue between the author and the reader. The main requirement for the implementation of this type of communication is determined by the completeness and comprehensibility of the thought in it. Another difference between the poetic text and the prose works is the narrowness of the thoughts and emotions expressed in it.

LITERATURE REVIEW

Translation theorists have developed a number of rules that should be followed in the implementation of poetic translation. Among them there are outstanding works of Russian scientists such as: Alekseeva I. S. Tekst i perevod: Voprosy teorii, 2008; Aljakrinskij O.A.

Poètičeskij tekst i poètičeskij smysl, 1982; Belyj A. K voprosu o ritme. Ritm i smysl, 1981; Gačečiladze G. Hudožestvennyj perevod i literaturnye vzaimosvjazi, 1972; Gončarenko S.F. Poètičeskij perevod i perevod poèzii: konstanty i variativnost′; Najda Ju. O nauke perevodit′, 1978; Gončarenko S.F. Informacionnyj aspekt mežjazykovoj poètičeskoj kommunikacii, 1987; Žirmunskij V.M. Teorija stiha, 1975; Kazarin Ju.V. Filologičeskij analiz poètičeskogo teksta, 2004; Lukin V.A. Hudožestvennyj tekst. Osnovy lingvističeskoj teorii. Analitičeskij minimum, 2009; Moskvin V.P. Teoretičeskie osnovy stihovedenija, 2009; Tynjanov, Ju. N. Problema stihotvornogo jazyka, 2007; together with European scholars such as: Finch, A. The Ghost of Meter: Culture and Prosody in American Free Verse, 1993; Hollander J. Vision and Resonance: Two Senses of Poetic Form, 1985; Wesling D. The Chances of Rhyme: Device and Modernity, 1980; Wimsatt J. Rhyme, Reason, Chaucer, Pope, Icon, Symbol, 1994. Such rules, according to theorists, are primarily related to the features of the structure of the poetic text.

METHOD AND METHODOLOGY

According to S.F.Goncharenko, when translating a poetic text, first of all, it should be based on the purpose of the translator, that is, what component of the text they are trying to restore in the translation. The translator should recreate any poetic text equally in stylistic, semantic and pragmatic aspects. If any of these aspects dominates the translation, it becomes impossible to create a poetic translation.

Emphasis on the stylistics of the original text by the translator may lead to translation formalism, literal translation of the meaning, and exceeding the pragmatic level may lead to nationalization. The scientist distinguishes the words poetic translation, poetic translation and poetic text. Based on this, he describes the translation of the poetic text as follows[1]:

1. Poetic translation is a translation of a lyrical passage, a means of poetic communication between the author and the recipient through a poetic text.

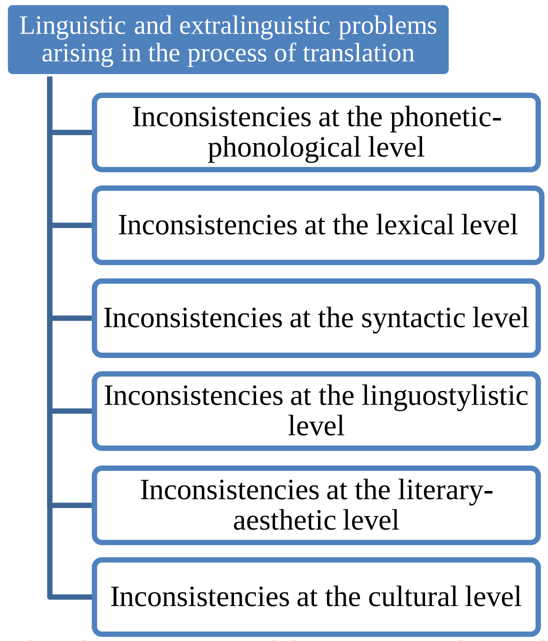
2. Lyrictranslation is a type of translation that uses words and phrases equivalent to the original text from the lexical and stylistic point of view, but does not reflect the aesthetic content that forms the basis of the original text.

3. Philological translation is a prose translation of a poetic work that aims to fully convey the meaning of the original text to the recipient.

Meanwhile, Gumilev N.S. points out nine principles that the poetic translator should follow. According to the scientist[2], it is important to keep the following in the process of poetic translation:

1) number of lines; 2) weight; 3) sequence of rhymes; 4) the feature of transferring an unfinished thought to another verse; 5) nature of rhymes; 6) vocabulary; 7) type of comparison; 8) special techniques; 9) transfer of tones.

As the result of exploration of the poetic translation of classic oriental short poetry into the English language, we have concluded the following stages, where the translator might have obstacles during the rendering process. The translator, working with a text that has a certain value in the original language, ensures formal-semantic and poetic proximity between both texts, creates a unity of form and meaning that ensures artistic integrity in the translation, that is, tries to convey to the reader the subtle aspects of the author's creative thoughts, ideas and images, the appeal and education of the translation increases. In this process, the translator is seriously hindered by the inconsistencies between the features of the two languages. These inconsistencies have a linguistic and extralinguistic nature and are considered one of the major problems in the translation process. They can be grouped as follows:



Taking into consideration the abovementioned linguistic and extralinguistic problems arising in the process of translation should save the translator a lot of time as well as ultimately result in a quality translation.

ANALYSIS

The translator of the poetic text, especially, the oriental classical lyric genres, loads on a translator great responsibility. Unlike modern examples of poetry, the "language" of classic works is an element that directly affects the quality of the final translation. In the process of translating ghazal and rubai texts into English, there are many differences between the lexicon of the original and receptor languages. This is an obstacle to the harmonious transfer of the original images into the translation language. Realias make up a large part of the lexicon that is incompatible with each other between languages. For example, the following words and phrases in the texts of ghazals and rubai are not available in English.

Words used to describe the image of a lover	**Words used to describe the image of a mistress**	**Words used to describe daily equipment**	**Words used to describe place names**
Ošiq	Sarvinoz	Hizr suyi	Firoq toghi
Ošuftahol	Oromižon	Žomi žam	Hažr vodiysi
Mažnunvaš	Ruhi ravon	Mugh	Balo toghi
Šax̣id	Ranoqad	Ša’mi rahmat	Malomat dašti
Pokboz	Pari ruhsor	Gulob	Diliston
Behonumon	Parivaš	Hulla	Naysiton
	Pari-paykar	Kafan	Honaqo

Such words and expressions are found in almost every text of ghazal and rubai. They do not have a decent equivalent in English that would be able to recreate the stylistic coloring of the original.

The fact that some words, phrases and images characteristic of artistic language do not have an alternative in another language or acquire the opposite meaning creates certain problems in the translation process. It can be clearly seen in the example of the fourth stanza of Alisher Navoi's ghazal, which begins with the verse "Gul sochar el bog' aro...":

Demangizkim, keldi mahvašlar seni ulturgali,

Muni dengkim, qotili nomehribonim keldimu.

The image of " qotili nomehribonim (literally: my unkind murderer)" in the verse actually means caressing. In the English text, it is inverted using words that have negative connotations. As a result, a positive character in the original text has turned into a professional killer and thug in the translated text:

Translation by L. Kmetyuk:
Do not say you have come to slay me my beauties,
But tell *my* whether my pitiless assassin has come[3].

In the translation, the poet is directly addressing the "beautiful people", originally this address was aimed at the poet's friends. The conjunction "But tell my" should be "But tell me" according to the grammatical rule. The word "assassin" is not considered a stylistically neutral word. This word, both in the middle Ages and today, refers to those who take people's lives on someone's orders for money.

Translated by D. Dally:
Though hooligans may threaten, may strike at me,
Only she can succeed, she, the pitiless one[4].

It appears as a result of the translator's use of the image of "hooligans" instead of "thugs" originally used by the poet, his lack of understanding of the original content, and his lack of familiarity with classical literary traditions.

In the translation of this verse by D.Sultanova, the expression "merciless slayer" is correctly given in the form of "merciless slayer":

Translated by D.Sultanova:
Only not tell me that those mysterious beauties to slay me came,
Do tell me, it might be, that slayer, my merciless one came[5].

Poetry translation is a complex process. Not every translator can translate a lyrical passage. It is required that the translator has appropriate philological knowledge and artistic talent, a good knowledge of the laws of poetry, and, most importantly, a sense of musical tone and rhythm. It depends on the skill of the translator to recreate the poem in an attractive way. There is a translator who is always looking for an opportunity to fully preserve the features of the author's artistic skill in the translation. If you look at the history of translation studies, you can see that until now there is no consensus about the factors that ensure the quality of translation. Scientists are divided into two categories in this matter:

-"Adequacy is the guarantee of quality translation" supervisors (A. Neubert, K. Rice and H. Fermeer, A.D. Schweitzer, Ya.I. Retsker, Yu.V. Vannikov);

- Supporters of the thesis "Equivalence is the only way to achieve high-quality translation" (Yu. Nayda, Dj. Catford, G. Eger, A.D. Schweitzer, V.G. Gak, V.N. Komissarov, L.S. Barkhudarov, L. K. Latyshev, N.K. Garbovsky, I.S. Alekseeva, N.M. Nesterova).

It is clear from the views of the representatives of the above two schools that equivalent and adequate translation has been the subject of studies in the field of poetic translation until now. Both groups have soul in their vision. But there are also disadvantages. The lack of unanimity in defining the exact criteria for determining the quality of the translation of lyrical texts, focusing only on linguistic factors and not taking into account the differences between poetic systems and genres, still hinders the development of translation based on uniform principles.

CONCLUSION

The complexity of translating the classical lyrical texts of the Islamic Oriental world into Western languages is explained by the presence of certain obstacles. The first obstacle is the problem of weight. It is known that Aruz, formed in Arabic poetry, later became the main system of Persian and ancient Turkic classical poetry. Its main feature is the grouping of short, long and very long sentences based on a certain order.

It can be seen that it is impossible to translate Eastern lyrics into English in its "own" form. However, turning it in the direction of "white poetry" completely destroys the charm of Eastern poetry. The same point can be made about translating the poetics of poetry into English. Eastern lyrics, especially Persian and Turkish poetry, are rich in poetic decorations, symbols and symbols, at the level of real works of art. English poetry, on the other hand, mainly prioritizes meaning and philosophical observation. The slowness of the attempt to confuse the Western reader with the Eastern lyric, to show its charm and magic in translation is also explained by the existence of these obstacles. Already, it is obvious that there is no possibility of adequate rendering. Equivalent translation of the above requirements is also impossible. So, the only possible and decent way of translating such kinds of poetry pieces into the English language appears to be harmonic translation, where all three components of a poem, namely, its form, semantics and poetics are considered in the framework of recreation of this poem in the recipient language.

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IN THE CONTINUOUS EDUCATION SYSTEM, UPGRADING AND RETRAINING OF PEDAGOGIC PERSONNEL IS THE CURRENT DEMAND

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ABSTRACT

This article is about how professional development and retraining of pedagogical personnel in the system of continuing education are necessary for the development of society at the present time for the training of competitive qualified specialists. A person can choose the stage and scope of education, relying on its components, and satisfy his goals based on his personal capabilities and characteristics. As a social pedagogical process, professional skills also have their own structure and stages of formation. The beginning of the formation of professional pedagogical skills begins at the university and continues after graduation.

KEYWORDS: *Continuing Education, Development Of Uzbekistan, National Education, State Educational Standards, World Requirements, High Spirituality, Science And Technology, Pedagogical System, Preschool Education, Secondary General Education, Secondary Special, Professional, Higher Education, Distance Education, Advanced Training And Retraining, Information And Communication Technologies.*

INTRODUCTION

Currently, the systematic approach to the development of our society, in turn, serves to ensure consistency and coherence in their activities based on a comprehensive comprehensive analysis of pedagogical processes. Therefore, a systematic approach is important in ensuring the continuity of the educational process. I. Karimov emphasized in his speech "A perfect generation - the foundation of Uzbekistan's development" that "continuous education is the main link of people's education. Therefore, special attention should be paid to this issue. In providing continuous education with state educational standards and relevant educational programs, first of all, it is necessary to pay attention to their being at the level of world requirements, building on the ground of high spirituality" [3, 15]. The necessity of continuous education in our country is determined by a number of socio-economic, political, moral, organizational-pedagogical factors, as well as by ensuring the perfection of the human personality. Continuing the good works of the first President, President Sh. Mirziyoyev, in his speech at the joint session of the chambers of the Oliy Majlis dedicated to the solemn ceremony of his inauguration as the President of the Republic of Uzbekistan, praised the work of our scientists, intellectuals and mentors: "Creating this potential and we know and highly appreciate that our respected intellectuals - representatives of science and technology, first of all our dear and respected academics, representatives of culture, literature and art, and sports are working selflessly, giving their whole body" noted [4, 15].

The main idea of continuous education is to maximally adapt education to the interests of the individual and society, to fully use all its links in the development of the individual. Continuing education means creating a social and pedagogical environment for a person to demonstrate his abilities, to satisfy his professional and spiritual needs and interests, not only during his studies in an educational institution, but also during his entire practical work. Continuous education as a pedagogical system means acquiring knowledge through various ways, means and forms, deepening it, improving one's professional skills, showing one's identity as a citizen, and satisfying one's spiritual interests. Preventing mental, economic, and organizational difficulties in the transition from one stage of human education to another, strengthening the succession between stages and types, and providing historical evolutionary development between them, continuous education also in creating comfort for a person lim plays an important role. In our country, there are wide networks of continuing education to satisfy the professional and spiritual interests of every person. A person can choose the stage and scope of education, relying on its components, and satisfy his goals based on his personal capabilities and characteristics. For this purpose, it is possible to form an organic link between different stages and types of education. It includes basic education (pre-school education, general secondary education, secondary special education, vocational, higher education) and additional education (satisfying various interests - hobby, technical, natural science, art, music, boarding schools, computer media and information and communication technologies, education through the Internet, distance education, professional development and retraining) mutual coordination and integration is considered important. Accordingly, President Sh. Mirziyoyev emphasized the need to develop information and communication technologies in our country in his work "We will continue our path of national development with determination and raise it to a new level": "In today's conditions, the most advanced information -wide introduction of communication technologies is gaining priority. It was not for nothing that he emphasized that in accordance with the National Program adopted in this field, we should further develop telecommunication technologies, communication systems and infrastructure, form information system complexes and the "Electronic Government" information base [5, 17].

The concept of continuous education is multifaceted, and it is based on the development of a perfect person at all stages of a person's life. According to its purpose, continuous education is the process of development of social capabilities of a person, development of his abilities and strength, growth of general and professional maturity, improvement of previous training. Therefore, continuous education is an integral part of human life. The idea of acquiring knowledge from the cradle to the grave in the hadith is consistent with the idea of continuous education. In addition, continuous education as a socio-pedagogical principle, based on the nature of social development, the functioning of education as a whole system is aimed at the development of a person as an active subject of social development. The practical and theoretical activity is the factor that determines the maturity of the pedagogue. After all, the sciences of pedagogy and psychology prove that a person cannot develop and express himself outside of activities, and the connection between the activity of a teacher and the development of his personality does not appear by itself. The effectiveness of this connection depends on a number of conditions. For example, the professional improvement of the pedagogue can be realized if: a) he takes an active position in the activity, his creative power and ability can come to the real surface; b) interpersonal relations in the pedagogical team can enter into the "teacher-pupil" and "teacher-public" system equally and responsibly; c) can analyze and evaluate his personal experience from the perspective of collective experience, theory and practice; g) if his work is constantly materially and morally encouraged from the point of view of social justice [7].

Covering the teacher with the continuous education system is not only a social-political or methodological problem, but also a necessity arising from the essence of his profession. This, in turn, allows the teacher not only to acquire the organizational, scientific-methodical skills of continuous personal and professional improvement, but also to constantly study, learn, independently think and acquire knowledge for his students. is also necessary for arming. Continuous improvement of the qualifications of pedagogues is the formation of high pedagogical skills on the basis of deepening ideological-political, general cultural, professional, economic, ecological, and legal knowledge [2]. On this basis, teachers can be restructured based on the requirements of independence, ensuring the continuity of the professional development process. Therefore, continuity of the process of professional development of pedagogues requires first of all its democratization and humanization. The principle of continuity also requires ensuring the interdependence of professional development and retraining with the knowledge acquired in the previous educational institution. In addition, it also requires that independent work processes are inextricably linked with the training received in advanced training courses. At the same time, it is necessary to ensure that pedagogues meet their real needs, social necessity, and their subjective capabilities. It is important to ensure the continuity of the training of pedagogues with their attestation, the continuity of the organization based on the determination of optimal standards of moral and material stimulation [1]. In addition, ensuring the mutual harmony of state and non-state, courses and social forms of professional development will be an important means of its coherence and consistency. Since education in our country is declared continuous, it is not a new structure or an increase in the type of education, but it is about creating convenience for citizens, covering them with various forms and means of education. is to ensure that they do not feel inconvenience in satisfying their professional, personal and spiritual interests. As we think about the system of professional development and retraining of pedagogues in the continuous education system, it is necessary to seriously improve the basic education (base) training of pedagogues. Because professional development and retraining, no matter how perfect, cannot fully eliminate all the shortcomings of the basic education of the pedagogue. In the universities based on the reorganized pedagogical institutes, pedagogy, psychology, teaching methodology and pedagogical practice are considered the basis of the teaching profession. The number of hours allocated to pedagogy, psychology, methodology and practice in national universities is the same for all universities. However, the National University has always prepared specialists of a wide profile, and its graduates are prepared to work in various sectors of the national economy: in scientific and research institutions and higher educational institutions. Graduates of regional universities mainly go to work in educational institutions. And they lack pedagogical training, the ability to deal with students, and methodological training [8].

The main goal of the education reform implemented in our country is to form a well-rounded person. Successfully solving this task made the issue of teacher professional development an important theoretical and practical problem of pedagogy. Because independence made the formation of a perfect person a priority issue of state policy [3]. This task can be performed by an experienced pedagogue who is perfect in all respects. In order to change a person's personality and spiritual world, a teacher must perfectly learn how to exert pedagogical and personal influence on him. This requires high professional skills. Professional skill is the ability to skillfully organize all forms of education, to focus on the goal of developing a person's perfection, worldview, and abilities. "Pedagogical skill," wrote A.S. Makarenko, "can be improved and improved to almost technical level." For this, it is necessary to have strong and universal means of pedagogical influence, when any negative or strong influence on our student should not be allowed to decrease or disappear" [7].

Only a skilled pedagogue can perform such a task. Professional skill, like any skill, is manifested in activity and is formed and developed in it. But activity is not exactly the same thing as professional skills. Just as pedagogical activity has its complex structure, the professional skill that is its derivative is also a product of a complex and specific process of formation. As a social pedagogical process, professional skills also have their own structure and stages of formation. The beginning of the formation of professional pedagogical skills begins at the university and continues after graduation. Any skill is formed on the basis of knowledge. Professional pedagogical skills are formed and developed on the basis of certain knowledge. In turn, knowledge is a product of social work and thinking, and it expresses the objective and legal relations of the existing world with the help of language. Knowledge is inextricably linked with cognition, its result and component. Human knowledge is constantly deepening on the basis of scientific and technical progress. On the basis of knowledge, a person acquires the laws of development of nature and society, his essence, the secrets of his profession. In turn, knowledge has its own structure. It includes skills and competencies. Skill is the ability of a person to perform a specific activity or action based on previous experiences. The physiological basis of the skill is complex conditioned reflexes formed in the cortex of the cerebral hemispheres. Skills are closely related to qualifications. But the skill can be formed even without special exercises in performing certain actions. In this case, the skill is not very complicated, but relies on existing knowledge and skills. Skill is the automation of certain actions and management processes. The physiological basis of the skill is the habits formed in a person, i.e. the dynamic stereotype, the system of successful nerve connections in the cortex of the large hemispheres of the brain. Any human activity consists of skills formed at different levels. Skills are developed through practice. Russian scientists N. Levitov, N. Kuzmina, O. Abdulina, V. Slastenin, YE. Mileryan, S. Batishev, K. Platonov dealt with the issue of formation of pedagogical skills. Each of them approached the qualifications from the point of view of their scientific interest. In their scientific views, a single view of the interdependence and special features of skills and qualifications in pedagogical activity has not been formed. Among the scientists of our republic, J. Yoldoshev, K. Zaripov, R. Jorayev, K. Davlatov, U. Nishonaliyev, N. Shodiyev, T. Mirsaidov, K. Mirsaidov, A. Khojaboyev, O. Abduquddusov with this problem , R. Choriyev, B. Nuriddinov were involved. They mainly researched various theoretical and practical aspects of the processes of formation of skills and qualifications of vocational education teachers. Nevertheless, a comprehensive theory of the formation of skills and competencies in pedagogical activity has not yet been created [7].

The need to successfully apply the requirements of educational reform to life makes it important to create such a theory. It should be noted that there is no unity among scientists in the description and definition of pedagogical skills and qualifications. For example, psychologist K.K. Platonov notes that competence is a person's ability to perform some activity or action in new conditions based on previously acquired knowledge and skills [6]. Even this definition cannot be complete, because the role of skills and qualifications in the activity of a teacher is to ensure that his pedagogical skills are at a high level. It is necessary to develop professional skills and be the foundation for the formation of high pedagogical skills. Pedagogical action is important in the structure of pedagogical activity. Actions become skills through pedagogical exercises, facilitate solving pedagogical tasks, pedagogical skills are the basis of professional skills.

According to J. G. Yoldoshev, pedagogical skills are created as a result of the above-mentioned education, science and mind, as a result of countless work and practice. It is a skill in scientific language. If a person wants to work well, to have good results of his work, to achieve good quality of the result of his work, he needs qualifications [7]. Qualification is a product of training, education, knowledge, skills and intelligence. The knowledge, skills and competence acquired in the course of training are created and become habits as a result of repeated work and practice.

The transformation of pedagogical skills into skills is a multi-stage process. The process of skill formation can be divided into three stages: analysis, synthesis, and automation. Qualification improvement is important in human life and livelihood. Qualification is the main factor in education. To improve the teacher's qualification, first of all, it should be meant to expand the scope of his knowledge and to improve and deepen the teaching methodology based on modern educational technologies. Teachers can perform these necessary tasks in different ways.

Pedagogical skill-pedagogical knowledge, along with understanding, also includes skills in the field of pedagogical techniques, with the help of which it is possible to achieve more results with less effort in education. Selection of qualified pedagogical tools is determined by their compliance with educational goals. The goal, as a unique internal guide, directs pedagogical activity to the task that needs to be solved. As a result of this, skills and qualifications become the steps of formation of professional skills. Because mastery is an absolute task of education as a high level of development of professional skills. Skill is the ability to perform complex work quickly, accurately, with high quality and to achieve high productivity without difficulty. In turn, it is the rhythmic application of skills and self-expression with full confidence in the activity [10].

It is necessary to distinguish the special aspects of pedagogical skill from the general skill of a person. It is not necessary to separate professional skills from the qualities of a teacher's personality. These qualities should be sought not from his qualifications, but from his personal qualities and life position. In our opinion, these qualities ensure the creative and successful work of a pedagogue. The foundation of a teacher's pedagogical skill is his general culture and spirituality. The connection between them is uniquely manifested in the fact that general culture has a strong influence on its effectiveness in the conditions of the pedagogical process. The teacher's moral, personal qualities, role model, and general culture play an important role in students' transformation of knowledge into a means of their personality formation. A.I.Sherbakov considers pedagogical skills to be a combination of scientific knowledge, skills and qualifications of a teacher, methodological art and personal qualities [6]. Pedagogical skill is manifested in activity, but activity and skill are not equal to each other. It is determined by the high development of special generalized skills. At the same time, the essence of a teacher's personality lies in his ability to manage his activities at a high level. Society determines the purpose of pedagogical activity. A teacher cannot determine the scope, direction, and purpose of his work by himself. It is defined by society as a social order.

Thus, the components of pedagogical skill (knowledge, skills, competence, habits) are in a dialectical relationship, and they are developing. The basis of self-development of skills is knowledge and direction, its success is determined by ability, their integrity, direction, and high result is determined by pedagogical technique. In order for each teacher to fully demonstrate his professional skills in the educational process, he should first of all be armed with deep knowledge of the subject he teaches and have life experience, as well as solving the problems of the learner. he should be able to direct them to study. We believe that it is necessary for a teacher to have deep knowledge of his subject as well as deep mastery of pedagogical technologies [10].

Therefore, it is appropriate to prepare specialists for the national economy in higher educational institutions in separate faculties and departments, and to train those who will work in the educational institution in the future in pedagogical faculties and departments. Before admitting students in the pedagogical direction to a higher educational institution, it is necessary to pass a test that determines their pedagogical ability, ability to work with children, and then enter them into tests that determine the level of knowledge. The weight of pedagogy, psychology, methodical sciences and pedagogy should be sharply increased in pedagogical faculties. The developmental function of continuous education fully corresponds to the teacher's profession and personality, and is characteristic of the gradually increasing complexity of the process of improving his qualifications. According to the requirement of a systematic approach, they interact. Changes in the big system affect the small system. In addition, the system of professional development and retraining of pedagogic personnel serves as a supplement and flexibility for all stages of continuous education. New forms and tools appear in the training system, and the integration of its components increases [11]. For example: due to the wide penetration of computer-based information and information technologies into the development of all spheres of social development, the opportunities for vocational training and professional development expand. The ability to use the INTERNET, distance learning, computer, information and communication technologies in training and retraining, and to satisfy spiritual and professional interests will continue to increase day by day [9]. By means of these, it is possible to save not only science-technological and professional news, but also the time of retraining and advanced training, as well as the effort and money spent on them as a result of remote training. The development of social development, characteristic of market relations, has a sharp effect on the periodicity of qualification training and leads to its reduction. relationships are formed. Thus, in the existing system of continuous education, training and retraining of personnel is manifested as a means of meeting their material and spiritual, professional and personal needs, that is, as a means of ensuring continuity.

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THE IMPORTANCE OF INTERACTIVE TASKS AND THEIR SYSTEMATIZATION IN LANGUAGE TEACHING

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ABSTRACT

This article discusses the importance of foreign language teaching and its current position including foreign language teaching materials. The interactive methods used by foreign language teachers, additionally, the personal and scientific pedagogical skills required in language teaching and their role in the development of innovative new effective education systems are revealed. It compares interactive methods with traditional teaching methods and shows clear conclusions. Furthermore, non-traditional interactive teaching methods, which are useful in extra language learning, are intended to achieve effective results in teaching 4 aspects of foreign languages (reading, listening, writing and speaking skills). At present, this article focuses on the psychological aspects of language learning.

KEYWORDS: *Interactive Tasks, Didactic Systematization, Educational Function, CEFR, IELTS, PIRLS, PISA, Smart Teaching*

INTRODUCTION

Currently, huge importance is attached to the study and teaching of foreign languages in our country. The Presidential Decree of December 10, 2012 "On measures to further improve the system of teaching foreign languages" expanded the opportunities for learning foreign languages. In our country, new methods and requirements for teaching foreign languages, assessment of knowledge and skills of foreign language teachers have been developed in accordance with the recommendations of European countries (CEFR, IELTS, PIRLS, PISA). According to it, textbooks and teaching materials are being created for secondary schools and vocational college students.

The demand for learning a foreign language is growing day by day. Foreign language is divided into four aspects (reading, writing, listening comprehension and speaking), each of which provides specific concepts, skills and competencies. Educational technology means the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. Today, the role of modern approaches in language learning and teaching is invaluable. The use of technological tools is further facilitated by interactive, non-traditional tasks in every aspect of foreign language learning (reading, writing, listening comprehension and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The use of modern technologies in the educational process is also an important factor for students to be familiar with and use information and communication technologies. One of the most effective ways to teach and learn a foreign language using modern technologies is to use a combination of interactive tasks with a communicative approach. [2.36-37] In this process, including:

- When using computers, the student has the opportunity to watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language, as well as to learn by imitating them;

- Ability to listen and watch radio broadcasts in foreign languages and television programs;

- have a large language learning base through the use of smartphones and social networks, which is a non-traditional method;

- CD players are available. The use of these techniques makes the process of learning a foreign language more interesting and effective, and also ensures that students' attention is concentrated in the classroom through movement games [1].

It is well known that a variety of games can help students improve their abilities, demonstrate their hidden abilities, focus, increase their knowledge and skills, and become stronger. A teaching method that combines role-playing games and problem-solving exercises to help students avoid distractions during the lesson and develop their ability to solve problems and conduct independent research.

According to psychologists, the psychological mechanisms of movement games are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be generally accepted educational principles and tactics. Learning games should be based on the subjects. During the games, the student is more interested in the activity than in a normal lesson and works more easily.

Today, we cannot imagine language learning and teaching without computer technology. At present, the teacher no longer has to organize the lesson in the traditional way by explaining all the information, but only by instructing and explaining the learners independently. This, in turn, requires an unusual system of innovative interactive tasks in the educational process, as well as the organization of lessons. [3.89]

In contrast to the use of interactive tasks, the spirit of competition, competition, argument has a strong effect on the intellectual activity of the student. This is manifested when people are organized and looking for a solution to a problem. Moreover, influenced by such psychological factors, it encourages the expression of its own similar, close or, conversely, completely opposite opinion to any opinion expressed by others. Below, we will look at the differences and effectiveness of interactive methods and assignments from the traditional learning process.

Role and importance of Interactive methods and tasks in the educational process

The interactive method is aimed at activating the acquisition of knowledge by students, the development of personal qualities through the interaction between students and the teacher in the educational process. Using interactive methods can help increase lesson effectiveness. The main criteria of interactive education are: informal discussions, the ability to freely express and demonstrate the learning material, the small number of lectures, but the large number of seminars, the creation of opportunities for students to take initiative, small group, large group, assignment to work as a class team, written work and other methods, which have a special role in increasing the effectiveness of educational work. [2. 40]

Reasons for the effectiveness of interactive training

One of the main directions in improving teaching methods today is the introduction of interactive teaching and learning methods. All science teachers are increasingly using interactive methods in their teaching. As a result of using interactive methods, students develop the skills of independent thinking, analysis, drawing conclusions, expressing their opinions, defending them on the basis of them, healthy communication, discussion, debate.

In this field, The American psychologist and educator B. Blum has created taxonomy of pedagogical goals in the areas of cognition and emotion. It is called Blum's taxonomy. (Taxonomy is a theory of classification and systematization of complex structured areas of existence). He divided thinking into six levels according to the development of cognitive abilities.

According to his opinion, the development of thinking takes place at the level of knowledge, understanding, application, analysis, generalization, evaluation. Each of these levels is represented by the following characters and examples of verbs corresponding to each level, including:

Knowledge is the initial level of thinking in which the student is able to say terms, know specific rules, concepts, facts, and so on. Examples of verbs appropriate to this level of thinking are: repetition, reinforcement, ability to convey information, narration, writing, expression, differentiation, recognition, narration, repetition.

When student is able to comprehend, the student understands facts, rules, diagrams, and tables. Based on the available data, it is possible to predict the future consequences. Examples of verbs appropriate to this level of thinking are: justification, substitution, clarification, definition, explanation, translation, reconstruction, elucidation, interpretation, clarification.

In applied thinking, the student is able to use the knowledge gained not only in traditional but also in non-traditional situations and apply them correctly. Examples of verbs appropriate to this level of thinking are: introduce, calculate, demonstrate, use, teach, identify, implement, calculate, apply, solve.

At the level of analysis, the student is able to distinguish parts of the whole and the interrelationships between them, see errors in the logic of thinking, distinguish between facts and consequences, evaluate the importance of information. Examples of verbs according to this level of thinking are: derivation, separation, stratification, classification, guessing, prediction, spreading, distribution, verification, grouping.

Generally, the student does creative work, plans an experiment, and uses knowledge in several areas. Creatively processes information to create innovation. Examples of verbs appropriate to this level of thinking are: creation, generalization, aggregation, planning, development, systematization, combination, creation, creation, design.

At the assessment, the student is able to distinguish criteria, you can follow and see the diversity of criteria, evaluate the relevance of conclusions to available data, and distinguish between facts and evaluative opinions. Examples of verbs appropriate to this level of thinking are: diagnose, prove, measure, control, justify, approve, evaluate, check, compare, compare.

There are many different types of interactive methods, all of which, like any progressive method, require a great deal of preparation from the teacher before the lesson. [5.81]

The main features of the interactive lesson in the organization of these lessons can be better understood by considering some of its differences from the traditional lesson. For this purpose, we present the following table:

Differences between traditional and interactive lessons

№	Main concepts	Traditional lesson	Interactive lesson
1	Usage level	It is used in the form of lessons that are convenient for them on all topics.	Sometimes, interactive lessons are used in the form of convenient forms of lessons. For other topics, the traditional lesson will be used
2	Aim of the lesson	Formation and thriving of knowledge, skills and abilities on the subject of the course.	Thinking Independently on the topic of the lesson, drawing conclusions, explaining them, teaching to defend.
3	Duties and working styles of teacher	Explaining new topic, reinforce new theme, supervise, assign assignments to a new topic.	Organizing, managing, monitoring and justifying students' independent work and presentations.
4	Requirements to lesson	Preparation of lesson plans, abstracts and didactic aids.	Preparation of interactive lesson plans, assignments for independent work, handouts, other necessary tools.
5	Student Preparation Requirements	Completion of assignments for the previous lesson.	Knowing the basics and background information for a new course topic.
6	Student tasks and work methods	Listening and mastering the teacher, completing assignments.	Think Independently about the tasks given by the teacher, compare their opinions and conclusions with others and come to the final conclusion
7	Time management	Much time of the class is spent explaining, analyzing,	Much time of the lesson is spent on students completing independent

		explaining assignments, and monitoring learning.	assignments, exchanging ideas, observing, and summarizing, sharing their conclusions.
8	Lesson modules and algorithms	The modules and algorithms of the lesson are used by each teacher according to the method they use.	Each lesson is conducted according to pre-prepared modules and algorithms, projects.
9	Required activity level from students	The teacher is active in all respects, students are active in focusing, understanding, thinking, completing tasks. Forms of communication: teacher-group; teacher-student; student-student; student-teacher; group teacher;	Both the teacher and the students are very active. Forms of cooperation: teacher-student; student-student; student-small group; small group-small group; student-teacher; small group teacher; group teacher
10	Basic ways to acquire knowledge	Communication, discussion, negotiation, debate, discussion, reflection, analysis, observation, reading and more.	Communication, reading, observation, discussion, negotiation, debate, discussion, reflection, analysis, and more.
11	Form of activities	Lectures, seminars, workshops, laboratory classes, round tables, discussions, debates, consultations, etc.	Lectures, group work or pair work, presentations, discussions, debates, roundtables, practical work, ...
12	Expected result	Students' acquisition of knowledge, skills and abilities on the topic.	Forming students' own opinions and conclusions on the topic, teaching them to learn independently.

In this table the idea is briefly stated. The differences of the advantages and disadvantages of these two types of training show clearly in the table.

Based on the analysis of some aspects of the interactive training presented in this table, the following conclusions can be drawn:

1. When teaching the subjects in the curriculum, it is necessary to take into account the topics on which it is advisable to organize interactive lessons. This involves the use of interactive or traditional types of activities that ensure that the objectives of each session are fully achieved.

2. For an interactive lesson to be effective, it is important to ensure that students know the basic concepts and background information on the topic before the new lesson.

3. It is important to keep in mind that interactive learning takes more time for students to work independently than traditional learning.

A few centuries ago, A. Navoi wrote about the impact of such differences in social life in the introduction to his famous work "Mahbubul-qulub": 'Let them look at each other with their own eyes, and let each one enjoy according to his own understanding.' At the same time, it is shown that everyone can understand, master, benefit and apply this work in a different way, that is, only at the level of their own understanding. to summarize our above conclusions about the main differences from the traditional methods, we can express that it is to increase the understanding of the students.

It should be noted that interactive teaching methods in Uzbekistan since ancient times in the educational process, such as discussion, debate, negotiation, observation, analysis, consultation, poetry reading, reading in the dialogue between teacher and students and between students and students. used in the forms.

These methods helped to develop students' independent thinking and perfection by developing their speech, thinking, reasoning, intelligence, talent, and intelligence. [6.45]

Nowadays, interactive methods are mainly used in conducting interactive trainings. In the future, these methods will be combined with interactive technology. The difference between this interactive method and the concept of technology can be described as follows.

Interactive teaching method - implemented by each teacher at the level of available tools and their own capabilities. Nowadays, each student learns at different levels according to their motives and intellectual level.

Interactive Learning Technology - Ensures that each teacher conducts the learning activities as intended for all students. In this case, each student has his own motives and intellectual level and masters the lesson at the intended level.

Based on the study of some experiences in the practical application of interactive training, we can identify some of the factors that affect the quality and effectiveness of these trainings. They can be conditionally called organizational-pedagogical, scientific-methodical and factors related to the teacher, students, teaching aids. We need to keep in mind that they have a positive or negative impact, depending on their nature.

Organizational and pedagogical factors include:

-training with a group of trainers to conduct interactive trainings by teachers;

-Organize the teaching of interactive methods to teachers;

-create the necessary conditions for interactive lessons in the classroom;

-ensure a comfortable workplace for the speaker and participants;

-prevention of violations of sanitary and hygienic standards;

-ensure compliance with safety regulations;

-attention and attendance;

- Organization of control.

Scientific and methodological factors include:

-Correct selection of appropriate interactive methods to ensure compliance with the requirements of the SES and the full achievement of the objectives of the lesson;

-quality preparation of interactive training;

-ensure that each element of the interactive lesson is relevant to the topic being studied;

-determine the topic and content of the training on the basis of the latest scientific and theoretical information;

-use of modern highly effective methods;

-pre-determine the level of readiness of students and conduct interactive classes at the appropriate level;

-Ability to set aside enough time for interactive activities.

In interactive lessons are required a lot of creativity and activity from the teacher. [10.144] A lesson includes retelling what they have read from a book that is already known or requires a lot of creativity and activity is passive. The interactive method produces particularly good results not only in education but also in upbringing, from a scientific point of view the teacher not only expresses an opinion when influencing the discussion, but also expresses his personal attitude to the problem, moral position and worldview. Teacher participation in student competition can vary. But in any case, he should not let himself down. It is best to manage the debate in a well-calculated way, using productive thinking, creative inquiry in finding a solution, or asking a problematic question. The teacher expresses an opinion in his or her point of view, only by proving by drawing conclusions from the students ’opinion and refuting erroneous opinions. In this way, the debate can not only intellectual content - cognitive, theoretical questions, but also to create productive collaborative activities, transforming educational activities into educational processes with their impact on the personality of students. [9.87]

In this way, the interactive teaching method, the collaborative activity of the students becomes not only a collaborative activity of the teaching process due to the teacher’s participation in the discussions, but also a real creative productive activity of the individual’s social relations. Collaborative learning is a self-acquired knowledge that directly affects students' inner worlds and is a key educational function of the teaching process. [8.166]

It is important to note that student-teacher friendly collaboration is also a unique educational approach today, with both strong criticism of the teacher and a mildly inspiring approach.

As a young researcher, I would like to suggest that today's young people differ from the previous generation in their ability to use their strong intellectual intelligence, especially in electronic technology. [7.90]

Therefore, keeping the attention of the 21st century and organizing an interesting lesson requires a teacher to be skillful and agile, strong scientific, inquisitive. I would suggest a combination of traditional methods and modern methods in creating a system of interactive assignments and using them in practice, in which the active member, who is mainly the subject of the learning process, plays a key role as a manifestation of the new learning process. At the beginning of the lesson, the teacher conducts a brainstorming session to check the students' awareness of the basic concepts of the topic, after which the basic concepts are explained and the materials are given as main sources, and at the end of the lesson students are given an independent project. Project work stimulates students' creative abilities, thinking and innovation, and creates a competitive environment. [6.89]

The choice of exercises (activities) that integrate the 4 main aspects of a foreign language, such as reading, writing, listening, and speaking, also guarantees effective teaching. For example, the reading aspect of grammar and vocabulary are also interrelated with the writing aspect. nikmasi develops together. [9.77]

For example: Filling in gaps, finding headline exercises increase critical thinking as well as vocabulary.

Currently, teachers are using the following innovative methods based on the experience of educators in the United States and the United Kingdom: [8.98]

- "**Creative Problem Solving**" To use this method, the beginning of the story is read and the conclusion is left to the judgment of the students;

- "**Merry Riddles**" Teaching riddles to students is important in teaching English, they learn words they are unfamiliar with and find the answer to a riddle;

- **Quick answers** help to increase the effectiveness of the lesson;

- "**Warm-up exercises**" - use of various games in the classroom to engage students in the lesson [3.58];

- **Pantomime** can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises;

- **A chain story** method helps to develop students' oral skills;

- **Acting characters** This method can be used in all types of lessons. Professionals such as Interpretter, Translator, Writer, and Poet can participate in the class and talk to students;

- **Poets and writers** such as U.Shakespeare, A.Navoi, R.Burns can be "invited". At the same time, using the words of wisdom they say in class will help young people grow up to be perfect people;

- The "**When pictures speak**" method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures;

- "**Quiz cards**" cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time [4].

- "**Objective comment at the end of the lesson**" At the end of the lesson, students present their knowledge in the form of a picture or writing.

- At the end of the "**Last impression**" lesson, students are asked to provide information on the interests they want to learn in the next lesson.

As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process [5.67].

In short, as a result of the use of innovative methods in English lessons, students develop logical thinking skills, improve speech, develop the ability to respond quickly and accurately. It is better to use visual games or methods at the beginning of the class, movement or role is in the middle of the lesson, and in the last part of the lesson the organization of the student's subjective opinions about the information that is learned in the lesson in various card games or anonymous games attracts interest of the learner in language learning.Theseinspire students not only psychologically but also improve the quality of education. At the result, the student tries to prepare well for the lessons. This makes students active participants in the learning process. Education system sets goals to make perfect educating ,thinking freely, well-rounded, bringing mature person and the future teachers will contribute to the more perfect development of innovative technologies, effective use of interactive methods to national State Educational System.

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PRESCHOOL EDUCATION TEACHER'S PROFESSIONAL COMPETENCIES IN FINE ART ACTIVITIES

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ABSTRACT

This article discusses the professional competence of educators in preschool education, which is the primary link in the education system, and the process of their implementation. The etiquette of the educator is the basis for the formation of correct behavior in students, because it can be a living example for students with their manners. The professional activity of future educators is complex and multifaceted. Prospective educators face different pedagogical situations during their careers.

KEYWORDS: *Education System, Reform, Competence, Professional Standard, Aesthetic Education, Activity, Ability.*

INTRODUCTION

Purpose. At the current stage of development in society, the education system of the republic is undergoing significant changes due to changes in the model of cultural and historical development. In preschool educational institutions, teachers are the direct organizers and managers of the daily activities of students. Ensuring a balance between the requirements for students and their capabilities is an important aspect of the work of educators.

At the heart of this is the desire to raise the young generation, which is the future of our country to be fully mature and knowledgeable and able to compete with the world's youth in any field of science.

Particularly, the system of preschool education in Uzbekistan has become a state policy and a number of decisions have been made in this regard.

But no matter what reforms are made in the education system, it is the educator who plays a key role in putting key innovations into practice. The full development of a preschool child is ensured only if the professional competence of the educator is sufficient.

In his Address to the OliyMajlis dated 29.12.2020, President of the Republic of Uzbekistan Shavkat Mirziyoyev said, "We must provide our youth with a decent education and realize their aspirations for science. To this end, we need to develop the system of preschool education, radically improve the material and technical base of secondary and higher education, the quality of scientific and educational processes.

According to Methods Professional standard of a teacher is a set of basic requirements for personal professional qualities, knowledge, skills and abilities of a teacher of a preschool education organization.

"Professional competence is the ability to act successfully on the basis of practical experience, skills and knowledge in solving professional tasks"

The document describes the professional competencies of the educator of the preschool organization. Based on these rules, we try to determine the pedagogical competencies of the teacher, reflecting the artistic and aesthetic features of the work of PEA. The basis for the development of professional standards for teachers of preschool education is the definition of knowledge and skills that educators of preschool education should know on the basis of the "Requirements for the development of primary and preschool children."

The law Article 42 of the Republic of Uzbekistan "On preschool education and upbringing" stipulates that the professional standard of a teacher of preschool education is approved by the Cabinet of Ministers of the Republic of Uzbekistan.

This professional standard is designed to increase the motivation of teachers to work and the quality of education. At this point, the great educator V.A. I think it is worth recalling Sukhomlinsky's opinion that "Children should live in a world of beauty, play, fairy tales, painting, fantasy and creativity!"

At present, there is a growing focus on aesthetic education and the formation of children's artistic and creative abilities in preschool education institutions. Aesthetic education consists mainly of different types of art, means of artistic and creative activity due to its uniqueness has a profound impact on the overall development of the child and the formation of his personality.

Artistic and creative abilities, skills and abilities should be developed as early as possible as aesthetic cycle lessons help to develop children’s creative abilities, imagination, observations, artistic thinking and memory.

This means that by developing an interest in visual activity, each child should follow a person-centered approach, help him or her, support the desire to do a good job, and objectively evaluate his or her actions. In order to get children interested in art, the educator must know and understand it well.

Preschoolers are very curious and they often ask their caregivers and parents a lot of questions and expect clear answers to their questions. They get a lot of information through listening to the radio, watching various cartoons on TV, fairy tales and riddles. As a result, they are curious to know everything, many questions arise, and they turn to adults with questions of their own. Educators should be able to answer their questions calmly and clearly. Hesitation, misrepresentation, seeking opportunities to get out of the situation damage the reputation of the educator, there is a feeling of distrust of the educator among children. Therefore, future educators should be constantly researching, gaining independent knowledge, being aware of everyday events. They are required to follow news and research in the field of literature, art, science and technology. Only in this way can they meet the learning needs of their students and carry out effective pedagogical activities in the future.

Adherence of preschool teachers to the norms of pedagogical etiquette, external image, their easy communication with children ensure the effectiveness of pedagogical activity. The etiquette of the educator is the basis for the formation of correct behavior in students, because it can be a living example for students with their manners. Therefore, future educators must have a deep spiritual knowledge of the secrets of pedagogical etiquette. The educator should not reprimand children too much, but should be able to make a positive impact. It is important that they patiently identify the root causes of their students' behavioral deficiencies and find ways to overcome them. As a result of not knowing the cause of the child's behavioral deficiencies educators are often superficial and unreasonably cold.

Teachers and educators approach children through sincere relations and dialogue and win their hearts. Some educators believe that students should be treated more harshly. Pedagogical experience has shown that calm, kind treatment of children gives more positive results. The professional activity of future educators is complex and multifaceted. Prospective educators face different pedagogical situations during their careers. In such cases, they are required to understand the socio-psychological nature of the situation, to be able to make an independent decision. Future educators must have in-depth knowledge in their field of specialization, as well as thorough knowledge of socio-psychology and pedagogy. They are also required to be familiar with the psychological characteristics of their students also.

Observations and experiments show that future educators need to work on samples of children's literature, fully master the skills and abilities to engage in pedagogical communication with students, be familiar with the methods of pedagogical and psychological observation and diagnosis.

Results. Qualified and creative management of the process of forming the foundations of artistic culture of preschool children directly depends on the level of professional training of teachers in the field of art and aesthetic education, which means professional competence.

The components of the professional competence of educators on the issues of artistic and aesthetic development of preschool children are:

* Scientific information

* Theoretical knowledge and practical skills;

* Methodological training;

* Professional skills and abilities:

Understand the theoretical foundations of the development of artistic and creative abilities of preschool children:

- teaching methods,

- know the content of methods,

- Types of visual activities;

Understanding of forms of work on the development of artistic and creative abilities of preschool children;

Understanding the means of teaching children in the field of art and aesthetics:

- Communication skills;

- Constructive skill;

-organizational skills;

- Special skills;

- Mixed skills.

Thus, the educator should know the following:

* Psychophysical and age characteristics of preschool children;

* Psychological basis of the impact of the art complex on the child;

* Methodological bases of diagnostics of artistic and aesthetic development of preschool children;

* The main directions of the concept of aesthetic education of preschool children, the content of programs in the field of aesthetic education of preschool children;

* Expressive means of fine arts;

* Peculiarities of artistic and creative development of preschool children;

* Didactic bases of the organization of process of artistic development of children;

* Features of acquaintance of preschool children with works of fine arts;

* Basics of artistic analysis of works of art.

In addition, the educator must be able to:

* Identification and specification of artistic and pedagogical tasks, content and methods, taking into account the program, conditions and composition of children;

* Formation of motives for visual activity (children's desire to be reflected in the picture, interesting things and events in it);

* To develop in the child the ability to determine the purpose of a particular activity;

* Formation of children's visual movements (shape, structure, proportions, colors, location of the object in the plane of the sheet);

* Integration with educational work and other areas of children's activities (cognition, speech development, games).

* Formation of perception (teaching the ability to know the objects, events that need to perform the next image);

* Organization of collective, small group, individual and production activities;

* implementation of an individual approach to each child, taking into account the child's preferences, inclinations, interests, level of development in a particular artistic activity;

* Cooperation in the process of individual and collective artistic and creative activity, the establishment of cooperative relations;

* to organize constructive interaction of children in the group in different types of activities, to create conditions for children to freely choose activities, participants of joint activities, materials, tools;

* Incorporate into the pedagogical process a variety of games, game techniques and situations that contribute to the formation of important motivation for the development of learning, activity and creative abilities of each child in preschool children;

* definition and specification of artistic and pedagogical tasks, content and methods, taking into account the children's program, conditions, composition, selection of artistic information in accordance with the purpose, logic and age;

* create a positive artistic and creative emotional atmosphere in the classroom;

* use a regional approach in the selection of other forms of visual activity.

* Taking into account local traditions, regional folk art.

* Creating an aesthetic environment in the life of the preschool, the design of holidays, exhibitions.

* Treat children's creativity with care and respect;

* Implementation of joint design of works of teachers and specialists in the field of art and aesthetics;

* based on the results of diagnostics to monitor the nature of changes in the child in the educational process, the essence of his development, including artistic and aesthetic development.

CONCLUSION

Based on the above considerations, it can be concluded that every educator who working in preschool education organizations can achieve the goals of these classes only if they have sufficient knowledge, skills and abilities to organize lessons using interactive methods.

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DEVELOPMENT OF SOCIAL-CULTURAL COMPETENCE IN FUTURE TEACHERS AS A DOLZARB PEDAGOGICAL PROBLEM

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ABSTRACT

In this article, the development of socio-cultural competence in future teachers is discussed as an actual pedagogical problem and its importance in the field of pedagogy is substantiated with evidence. Also, the essence, task, components, formation factors, methods, forms of manifestation of social-cultural competence, qualities of a pedagogue with social-cultural competence are highlighted. In this article, the development of socio-cultural competence in future teachers is discussed as an actual pedagogical problem and its importance in the field of pedagogy is substantiated with evidence. Also, the essence, task, components, formation factors, methods, forms of manifestation of social-cultural competence, qualities of a pedagogue with social-cultural competence are highlighted.

KEYWORDS: *Transnational Development, Social-Cultural Communication, Social-Cultural Education, Competence, Social-Cultural Competence, Professional Competence, Personality, Interpersonal Communication.*

INTRODUCTION

Current international and transnational development relations have brought many and various changes to our social life. The field of international economic, social and cultural development of Uzbekistan leads to an increasing demand for high-quality specialists. Because only a person has social and cultural competence and can become an active participant in the dialogue of world cultures.For this purpose, the decision of the President of the Republic of Uzbekistan No. PQ-3289 dated September 26, 2020 "On measures to further improve the system of training of pedagogues, retraining of public education workers and their qualification improvement" was approved. , in which "continually updating the professional knowledge, skills and abilities of future pedagogues, increasing the professional, social and personal training necessary to ensure the quality of education in accordance with modern requirements, inculcating the skills of independent thinking, development of pedagogic authority and competence" - was specially emphasized [1].

In addition to the theoretical and practical knowledge in the national personnel training program, he can work independently in his chosen field, constantly and independently improve his skills, creatively approach any issue, analyze it, and quickly adapt to the situation. education of a competent generation is defined as one of the main tasks [2].

In connection with the growing need to introduce oneself to a certain unit and to work in one's own field in a hostile inter-ethnic situation, it is necessary to create pedagogical conditions for the development of social and cultural competence in future teachers. It proved to be a necessary issue.

MAIN PART

Improving the quality of higher education guarantees that the future pedagogues who educate the next generation will become fully qualified staff. The reason for this is that the pedagogical profession is both a reformist and managerial profession at the same time. It is necessary to be competent to manage personal development. Therefore, the concept of the teacher's competence expresses his theoretical and practical preparation for the implementation of pedagogical activities, as well as his high skills.

The need to develop universal human values, the ability to communicate at the international level, and to improve the status of people has led to new knowledge and approaches in all spheres of modern life, especially in pedagogy. In particular, the concepts of "social-cultural communication" and "social-cultural education" began to be actively used. Such education includes self-knowledge through knowledge of the environment and forms the ability of a person to live in a social-cultural society. The goal of developing social and cultural competence in future teachers is to encourage the desire to participate in intercultural communication, to teach qualities such as cultural differences and unity, tolerance, approach to existing cultural differences.From this point of view, it is necessary to create pedagogical conditions for the development of social and cultural competence in future teachers. For this, we need to actively inculcate the following 4 components of social and cultural competence into the minds of future teachers:

- Social and cultural knowledge, including knowledge of the country's history, spiritual values, cultural traditions, and features of the national mentality;

- Communication experience with native speakers, including the correct choice of communication style;

- Ability to solve existing conflicts through a personal approach;

- Ability to correctly understand and interpret social events.

LITERATURE ANALYSIS

The concept of competence entered the field of education as a result of the scientific research of pedagogues and psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, in unexpected situations, takes a new approach in relations with colleagues, performs ambiguous tasks, uses conflicting information, consistently develops and "ownership of a plan of action in complex processes". The English concept of "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talents.

Although a number of scientists from the CIS countries have researched the concept of competence from the point of view of psychology and pedagogy in a scientific, theoretical and methodological way, then in pedagogical research it is precisely the issue of specialist - personnel competence that is relevant, arouses great interest and organizes the educational process. shows its importance and necessity to ensure its effectiveness. It is an important task of higher education institutions to form and provide a teacher who is socially active and mobile, shows initiative, clearly understands his professional goals, has high culture, innovative thinking and is ready to implement innovations in education. .

Professional competence- is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, and most importantly, the ability to search for scientific information, process it and apply it in one's work. Social competence represents the feeling of commitment and participation in events or events in society. Striving for professional status growth is also a part of social competence.

Historically, the introduction of the concept of "competence" in the educational system and the acceptance of its importance are divided into the following stages: In the first stage (1960-1970s) - the concepts of "competence" and "competence" entered the scientific circles and circulation and the rules of their application , the application characteristics were determined. The term "competence" was used for the first time in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact, this word means "agreement", "compatibility", "to match something", "to be compatible". Today, this word means more "universal, that is, a set of general characteristics and requirements suitable for everyone."

Ikkinchi bosqichda (1970–1990 yillar) “kompetensiya” istilohining qo’llanilish doirasi keskin o’sadi, mazkur so’z maxsus istilohga aylanadi va biror bir sohaga oid xususiyatlar jamlanmasini anglata boshlaydi hamda til nazariyasi, menejment, kommunikatsiyalarni tashkil qilishda qo’llaniladi. J.Raven o’ziga ilmiy vazifa qilib, zamonaviy jamiyat nuqtai nazaridan mutaxassislik kompetensiyasi nimaga teng degan masalani qo’yadi va effektivlikni ta’minlovchi kompetensiyaning 37 ta komponentini ajratib, ko’rsatib beradi va ularni “motivatsion qobiliyat” deb ta’kidlaydi [3].

In the third stage (1990-2001), the whole world, in the CIS, and in particular in Russia, the "Bologna Declaration" was adopted for the development of education and performance, one of the goals of educational reforms was the issue of "professional competence" as the main feature of the specialist's qualitative indicators. began to be put. During this period, a number of Russian scientists, in particular A.K. Markova [5], Ye. F. Zeera, A. V. Khutorsky and others developed the concept of professional competence from the point of view of psychology and pedagogy scientifically, theoretically and methodologically.

As pedagogue scientist N.A. Muslimov noted, "the professional formation of a teacher depends on his place in society, the duties and tasks of a student in a higher pedagogical educational institution, the place of a student has a relative description, but his place has certain characteristics such as participation in the educational process, performance of a certain minimum of educational tasks" [3, p. 23]

According to V. N. Vedensky, "Competence is a kind of personal description, and competence is a complex of specific professional or functional descriptions."

Summarizing the above points, the manifestation of social and cultural competence includes the following:

- to be active in social relations as a perfect person.

- to acquire moral qualities, life knowledge, skills and qualifications.

- being able to communicate with subjects in professional activities.

- to be sincere in solving problems.

- creative approach.

- ability to purposefully use modern methods and tools in the implementation of the educational process.

DISCUSSION

The concept of competence is general in relation to a person, while competence has the character of individuality. The main criterion of competence is determined by the result of productive activity, competitive personnel training. The practice of higher education shows that the process of forming professional competencies among students is inextricably linked with the development of their level of social and cultural competence. This aspect requires a special study of the problem of developing socio-cultural competence in future teachers. One of the important components of the general structure of professional competence in pedagogical activity is socio-cultural competence. After all, a modern teacher not only provides knowledge, information, and information to the student, but also plays the role of a mediator between a developing person and society. Social-cultural competence is evident in the following cases:

- in complex processes; - performing unclear tasks;

- using conflicting information;

- being able to have an action plan in an unexpected situation

Specialist with socio-cultural competence:

- Social and cultural knowledge, including knowledge of the country's history, spiritual values, cultural traditions, and features of the national mentality;

- continuously enriches his knowledge;

- learns new information;

- deeply understands the requirements of the era;

- seeks new knowledge;

- process them and use them effectively in their practical activities;

- able to resolve existing conflicts through a personal approach.

Among the main tasks of socio-cultural competence, it is possible to include aspects such as adaptation, social orientation, and the combination of personal and social experiences. The level of social and cultural competence of a person is of great importance in the process of conducting interpersonal relations and establishing activities.

In general, socio-cultural competence is understood as the presence of integrated and systematic knowledge. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in people has a special place in the process of adaptation of a person to new social and globalization conditions [4, 5, 6, 7].

Interest in the mechanisms of the formation of a person's competent social behavior, tendencies of manifestation, motivation, and content is characterized, first of all, by the influence of the character of "human-society" interaction on the social development and development. The analysis of scientific literature carried out in order to determine the content of cultural competence made it possible to distinguish the following specific aspects of it:

- firstly, socio-cultural competence can express the demands of society and culture as well as the individuality of a person. This is due to a person's knowledge of the content of social and moral standards, the ability to organize forms of activity based on cultural requirements, the level of learning about spiritual values, cultural traditions, and the characteristics of the national mentality, as well as its valuable direction. explained.

- secondly, socio-cultural competence also reflects the creative features of a person as a subject of social mutual partnership, cooperation, social roles and the status he holds in socio-cultural life.

RESEARCH RESULTS

In order to research the existing possibilities of developing social-cultural competence in future teachers as a current pedagogical problem, taking into account the modern approaches to the process of training future teachers, various methods are used in the formation of social-cultural competence in future pedagogues. Now we will analyze some of them:

The method of self-description. In this, students define their own competence, and these definitions are confirmed by other students and the teacher. This method is a written assessment of the student's competence level. The results obtained through this method are pure and natural, and the student describes his personality, social and cultural orientation, value system, his personal position in the life of society, worldview.

"Portfolio" method. This method consists of a collection of materials and information that demonstrate the formation of cultural and social competences of students. The portfolio will consist of their educational achievements, Olympiads, competitions, international and national conferences. In this way, the student gives an adequate assessment of the results of his activity, shows his personal worth and social status.

The method of simulated tasks. Imitation tasks consist of tasks aimed at solving situations that are maximally close to social and cultural life in the future professional activity. The essence of this method is to create the conditions for independent implementation of the social and cultural tasks assigned to students, to demonstrate the evidence of their social and cultural competence by bringing them into the environment of professional activity. The cited evidence is collected as a result of observing the process of solving the tasks related to professional activity by the student. In the process of applying the method, it is more effective to move situations from simple to complex, from easy to difficult, from inductive to deductive. Then, as they fully understand the essence of the tasks they are performing, their experience increases as they move from stage to stage.

CONCLUSIONS AND PRACTICAL SUGGESTIONS

To sum up, socio-cultural competence includes cultural and social knowledge. Such knowledge includes:

- set of personal characteristics, individuality;

- perception of knowledge and experience of different cultures;

- the ability to adequately assess, recognize and analyze social and cultural situations;

- awareness of national and cultural values;

- a sense of commitment to the current aspects of the social life of the society;

- formed social and cultural knowledge, skills, qualifications, etc.

In general, the goal of the competency-based approach is to overcome the gap between the specialist's theoretical knowledge and its practical application from the point of view of modern education. In order to fully study all the features of the development of socio-cultural competence in future teachers, it is necessary to pay attention to the following aspects:

- to consider national, spiritual and educational values as an important factor in the development of socio-cultural competence in students during the educational process, and to help students to consciously understand this and to transfer it to an active way of life;

- in order to develop social and cultural competence in future teachers, to form a special knowledge system to reduce high-level communicative and psychological barriers in them, to organize training sessions, roundtable discussions and trips to various social and cultural centers;

- solving the issue of determining the theoretical basis for the development of socio-cultural competences of future teachers, introducing an effective system and strengthening the educational methodical base;

- taking into account the characteristics of the development of socio-cultural competence, it is appropriate to determine the specific characteristics of this process in the conditions of professional pedagogical education.

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IMPROVING THE PEDAGOGICAL AND PREVENTIVE BASIS FOR OVERCOMING THE NEGATIVE IMPACT OF FAMILY DIVORCES ON THE UPBRINGING OF CHILDREN

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ABSTRACT

This article discusses one of the current issues of the day, family divorces, their causes and, in turn, the negative consequences for the upbringing of children, society, and the loss of their lives by parents. Here are some suggestions on how to look or get an appointment for hair extensions. In the fight against the Uzbek mentality and the rulings that are becoming a social problem, family institutions have played a key role in promoting the importance of the sanctity of the family.

KEYWORDS: *Family, Society, Familiar Conflict, Statistics, Neighborhood, Family Institutions, Prevention Of Family Divorces*

INTRODUCTION

In the minds of our children, feelings of love for the country are formed in the family, in the neighborhood where they live. The future of the country, its peace and prosperity depends first and foremost on our children growing up in this small community. The family, in which neighborhood, as long as the upbringing is well organized, that family, that neighborhood will prosper.

The question appeared when to start raising a child? Many scholars have given different answers to it. In particular, Ibn Sina replied that the upbringing of a child should be done from the mother's womb before birth. [2.98b] Attention to family, morals and education is one of our most ingrained duties. The proverb "Seven neighboring parents for one child" is also typical for our nation. This proverb itself shows how important parenting is for us. The people of the neighborhood, especially the elderly, never ignored by a child who was doing bad things on the street and immediately reprimanded him and called him to the right path. After all, our sacred religion, which commands us to be beautiful, polite, well-mannered in all respects, and to purify the greed, attaches great importance to the family. At this point, the problem of divorce, which has become a problem of the day, is one of the most important social problems of modern human society. Therefore, both abroad and in Uzbekistan, the study of divorce is receiving a lot of attention from the scientific community. The problem is being studied by experts in various fields: lawyers, demographers, economists, sociologists, psychologists and other scientists. Their focus is on studying the causes, factors, and motives of the incident, how to eliminate them, and how to reduce the negative consequences of divorce. Because of the families breakdown , not only the divorced couple and their children, but also society suffers a lot. Divorce is associated with many adverse events: an increase in the number of illegitimate families, an increase in delinquency among children and adolescents, an increase in the number of children left without pedagogical supervision, loneliness, deterioration of relationships between ex-spouses and relatives can occur. In this case, rightly, if divorce has such negative consequences, shouldn't it be officially banned? - The question may arise.

The family environment becomes stable as parents feel responsible. Along with parents, the neighborhood is a great role model for children to grow up politely. It is no coincidence that our people say, "He does what he sees in the bird's nest." Because a child is by nature extremely imitative and observant. That is why those around him sometimes influence them with their habits without even realizing it. Rude relationships in the family, a lot of lying, unpleasant behavior create an unhealthy environment that negatively affects the upbringing of the child.

Parental behavior plays an important role in the upbringing of children. When a child grows up hearing harsh words from his parents and being beaten up, and the parents get divorced and the family breaks up, it has a negative effect on the child's nature.

In this turn, leads to the forming of "mentally ill" people from a child brought up in an unhealthy family environment. They also have a negative impact on the morale of the society. The fact that parents in the family are exposed to the influence of "foreign culture" also has a negative impact on the upbringing of children. [6.58b]

Divorces have their own socio-psychological and ethnopsychological characteristics. [1.38b] These characteristics include the causes of family breakdown, the process of their implementation, the consequences, and the situation of couples before and after divorce. One such feature is the identity of the initiator of the divorce, who applies to the authorities to express his intention to divorce. In Eastern families, especially in Uzbek (rural) families, more men are the initiators of divorce, conversely, in European families, young families and urban families with a high degree of urbanization are more likely to initiate divorce.

In the first quarter of 2021, 9,213 rulings were registered in Uzbekistan. President Shavkat Mirziyoyev noted that the number of divorces in Uzbekistan remains high, noting that in 2020, more than 28,000 families divorced. "In the past, if a family divorced, the neighborhood would be in turmoil, and the whole neighborhood would be on its feet. The ruling is a great tragedy, ”he said. Earlier, it was proposed to extend the marriage period from three months to three months due to the growing number of divorces. "It is better for them to continue on their way if they do not agree with each other within three months, than to marry and then orphan their child alive," he said. [3.2021 Presidential Meeting speech]

The difficulty of family upbringing today is that, as society develops, the requirements for the formation of a comprehensively mature person will increase. This requires the family to increase the quality and scope of aesthetic, sexual, moral education of the child. We agree that education and morality are given from childhood, but we do not consider what kind of parents bring it up in the family. Because when the family is strong, the children grow up in a healthy environment. Teaching children discipline is the foundation of family stability.

Currently, a number of preventive measures are being taken to prevent family divorces. Currently, Family Medicine Centers are being set up under the local Civil Registry Offices, and one-month training courses are being organized for young people getting married. The only question is: is it possible to explain a skill that has not been instilled in the family for 18-20 years in one month? It should not be overlooked that the environment, economic and spiritual situation in each family is different.

So, it all depends on the young people's perception of the family and the issues around it. It is necessary to try to solve the problem together, not to leave the tip of the iceberg in the hands of government agencies or parents. A married couple should be independent in both their self-sufficiency and their ability to think, and should feel responsible not only for their own interests but also for the fate of their child.

In addition, during the study period, students of secondary schools and higher education institutions are provided with training sessions or classes on the well-being of the family and its importance in society, adults in the family, ie parents. It is also advisable for mothers to support their children as they enter adulthood and help them think independently.

In social surveys, most respondents reported an increase in family divorces due to customs, the mother-in-law's taxation on the bride's family, the bride's talking to her parents, and the young people's lack of independence. After all, in the works of our scientists, who have dedicated their lives and potential to understanding the true meaning of life, a special place is given to issues related to the upbringing of a healthy generation.

In their works, Eastern scholars have focused on the problems of upbringing and educating children, leading them to enlightenment and culture.

Great thinkers have emphasized the sanctity of the family, in which the upbringing of children is a lofty virtue that leads to human perfection. In particular, Imam Bukhari's collection of hadiths al-Adab al-mufrad, [5.25b] Abu Lays Samarkandi's "TanbehulGhafiliyn" praises the development of high human qualities in children. The reason these words are not uttered is that if they are brought up in a sane generation and taught that the family is sacred and nurtured, it will certainly work.

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THE WAYS OF ORGANIZING STUDENTS'EDUCATIONAL ACTIVITY IN HIGHER PEDAGOGICAL INSTITUTIONS

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ABSTRACT

The article aims at the analysis of the effective organization of students' educational activity in higher pedagogical institutions and their preparation for various educational work and tasks. It should be specially noted that the modern instructor or educator must deeply feel that he/she is the creator of the future, the author, producer, researcher, user and promoter of new pedagogical technologies, theories and concepts.

KEYWORDS: *Pedagogy, Education, Method, Student, Activity, Makhalla.*

INTRODUCTION

At present the government of Uzbekistan is paying great attention to the youth education and upbringing and carrying out a lot of reforms to deal with these issues on the basis of modern, scientific and technological methods. It also aims at developing basic competencies and qualities in this field on the ground of today's needs.

A new, systematic approach to youth education and the formation of child's basic personal qualities require the full realization of the socio-pedagogical potential and opportunities of the family, preschooling, secondary education, vocational and higher educational establishments, makhallas (an urban division of Uzbek communities) and raising the scientific and methodological cooperation between those institutions and younger generation to a new level. [1]

It is common knowledge that the focus on reforming the higher education system in our country is improving day by day. Indeed, one of the actual problems in agenda is to advance the system of student preparation in pedagogical institutions for educational activities in accordance with modern requirements and standards. It should be specially noted that the modern instructor or educator must deeply feel that he/she is the creator of the future, the author, producer, researcher, user and promoter of new pedagogical technologies, theories and concepts. To achieve all this, higher education institutions must be open to creativity and possess modern outlook, as well as pay serious attention to the training of professionals who are competent enough in methodology.

Youth education and upbringing is a dynamic process, but at the same time, it is a very complex and holistic phenomenon. The process of moral education in higher pedagogical institutions includes the provision of moral knowledge to young people, teaching students the concepts and rules of teacher ethics, pedagogical and ethical beliefs, moral feelings, needs and the formation of teacher-specific moral qualities etc. Moral education in higher pedagogical institutions plays a vital role in the spiritual development of young people. [2]

The main spiritual and moral qualities such as devotion to the motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, diligence etc. suitable to the age of students are determined to develop in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 No 1059 “On the Concept of Continuing Spiritual Education” in accordance with the curricula, spiritual and educational plans of the higher education.

There are also some aspects in higher education that should be taken into account in the process of education and upbringing of young people which base on the spiritual and moral principles, they are as follows:

- to integrate students’ knowledge, skills and abilities serving for the formation of the youth’s spiritual indicators and competences to the process of education and upbringing through social and humanitarian sciences, spiritual and educational activities and to enrich it with the practical exercises, tasks and pedagogical case studies that allow them to apply in practice;
- to encourage young people to acquire modern knowledge, develop culture of media, introduce advanced pedagogical technologies and learn best practices of foreign countries;
- to strengthen their professional and spiritual skills and educate themselves by their own efforts;
- to build up civic stand;
- to form scientific, spiritual-moral, political outlook and healthy religious beliefs;
- to acquire specific knowledge, skills and capabilities necessary for a happy family life and upbringing of children;
- To increase confidence in the future and a sense of involvement in the ongoing reforms of the country. [1]

Students of higher education institutions rapidly develop the qualities of a perfect person, especially the assets of professional ethics and etiquette. During the student hood period, young people increase their interest towards various moral, aesthetic, socio-political issues and critical attitude to socio-spiritual values. During this time their opinions and views can be fair, but sometimes they may be superficial. Therefore, the importance of spiritual and moral education, the ideology of independence and the idea of national liberation grows in this time period. [2]

M. Ochilov, one of the scientists who has made a great contribution to the field of pedagogy in our country, presents the following views on the organization of students’ educational work and the formation of their professional ethics:

The spiritual and moral qualities of future specialists are the qualities that are formed and developed in the context of pedagogical process of higher education. Only in this process, all the elements of education and professional training such as mental education, labor, moral, legal, economic, environmental, physical, aesthetic and other types of education integrate with each other and mutually develop. They cannot be developed in isolation. On the base of this we can claim that the professional ethics of future specialists is formed as an integral part of universal and national-spiritual education. [2]

American pedagogues involve independent learning skills and their integrated diagnostics to the core objectives of educational process. Developed practical skills are needed to have an effective and responsible impact on society and political processes in the future. For that reason, these skills should be taught from the earliest stages of formation of individual personality and continued through all stages of education process. The educational procedure applied in the US teaching institutions is constructed on listening to the speaker very attentively and developing friendly, and at the same time, critical thinking towards his/her thoughts and ideas, resolving conflicts, reaching compromises and mutual consent. During this process, tutors conduct a number of social surveys using various electronic resources and their personal contacts. In this way, students are taught to take an active part in the reforms of their country.

In the USA educational doctrine, responsibility, self-governance, and respect for everyone are mandatory for all. To this end, students develop their socially oriented qualities such as openness, respect for others, obedience to the law, a critical assessment of reality and tolerance.

Almost all Australian educational institutions also prioritize the formation and development of socially oriented personality traits e.g., tolerance, aspiration to preserve the multinational heritage of the country, initiative, benevolence, along with respect for the democratic heritage based on civic ideas such as honesty, self-awareness, entrepreneurship and initiative.

In the UK educational doctrine, it is vital that each person has an individually oriented personality trait. Hence, they pay special attention to such personal merits as being responsible for one's own actions, caring about oneself and the future of others, thinking about how one's actions affect others, thinking first, then making decisions, defending one's point of view.

The following qualities of a socially oriented person play an important role in overall success and the spiritual advancement of any society: to be in concern for the development of society, the desire to resolve conflicts, readiness to work in a team for the common benefit, acceptance of others' ideas and thoughts, a responsible approach to one's own actions, to have a feeling of concern for themselves and others, to think about how their actions affect others, the ability to respond adequately to the unexpected consequences of one's actions, to have a feeling of responsibility and tolerance, the political effectiveness of the individualetc. [4]

Speaking about the strategy of educational activity, the Journal of American Indian Education claims that the formation of a "good person" is primarily depends on the integral development of such skills as information literacy, enlightenment, development of consciousness, overcoming contradictions, criticism, creative activity, independent decision-making in political, cultural and economic spheres. [5]

The components of the organization of students' educational process are formed on the basis of certain types of educational activities. The emotional component is usually acquired through the perception of realities related to educational activities, the study of art, literature and samples of creative activity. Devotion to ethics and executive discipline ensures the formation of a behavioral component and serves to reveal individual abilities. Analysis of various sources related to the process of education, creation of samples of students' work, participation in various charitable events stimulate the formation of one's mental component.

In the organization of students' educational activity in higher pedagogical institutions special attention should be paid to the method called a project work. With the help of this technique teachers can develop freshmen students' abilities to work in a team and make quick decisions in non-standard situations. Also 2-3 year students begin to study social design technology. The final output of using this method is the creation of a project work, which is of great practical importance for the students. Moreover, sophomore students, together with their group instructors or coaches, can work on the following projects in the teacher-trainee system: "Active house" - children's creative studio, "Give children a smile!" - children's club, "Advertising a scientific-technical library in the recreational areas of the university (institute) "and others. In the 3rd year, students have the opportunity to participate in the activities of the "Educational laboratory", which gives them a brilliant opportunity to engage in various social activities, to demonstrate their knowledge, skills and practical experience gained in the process of cooperation with a teacher (coach). The participants of such laboratories usually become the organizers of different projects such as the "Student Puppet Theater" and the "Football Tournament", most popular in higher education institutions. [3]

In conclusion, it should be noted that each type of educational activity organized in higher pedagogical institutions serves to build students' knowledge, creative, social and personal experience.

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GROWTH DYNAMICS OF THE BODY WEIGHT INDEX AND ANATOMICAL PARAMETERS OF THE PROSTATE OF MALE RATS DURING POSTNATAL ONTOGENESIS

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ABSTRACT

The article is devoted to the development and growth of body weight and biometric indicators of the prostate of male rats during early and late postnatal ontogenesis. Based on the data obtained, the growth rates of body weight and organometric parameters of the rat prostate (mass, thickness, width, length) were established, the mass coefficient and the average daily weight gain were analyzed. It has been reliably established that the change in body weight and weight of the prostate gland of male rats from the neonatal period to senile age is of a spasmodic nature. At the same time, the highest rate of body weight gain during the lactation period was detected on the 6th and 21st days of development. In the late postnatal period, the highest growth rate was noted in juvenile and young age. The greatest increase in prostate weight is observed in the interval from 3 to 9 months, the smallest - in individuals of 18 months of age. The highest value of the average daily body weight gain was found in age groups throughout the suckling period, and then its decrease was noted up to senile age. High indices of the organ mass coefficient were found in neonatal rat pups, and in the lactation period they are higher than in the age groups of late postnatal ontogenesis.

KEYWORDS: *Rat Prostate, Postnatal Ontogenesis, Organometric Parameters, Mass Coefficient*

INTRODUCTION

Laboratory animals are the main biological link in the experiment system. The type of laboratory animals selected for conducting a biomedical scientific experiment, their anatomical and physiological features largely determine the actual results, and, consequently, the conclusions of the experimental work. In the process of conducting preclinical studies, when analyzing the data obtained, the main difficulty is the assessment of emerging shifts, their interpretation and comparison with the biological norm - the corresponding biometric indicators. It is this comparison that allows specialists to draw conclusions about the nature and degree of changes developing in the body under the influence of experimental conditions [1,3,7,8].

Since the mid-twentieth century, white rats have been in the first place in their use in experimental studies among laboratory animals [4,5,9].

An important point in conducting research is age, which is often determined by body weight. The change in body weight affects the physiological state of the body. Information about the body weight of white rats in postnatal ontogenesis is given in the works of a number of authors [2,6,10]. However, it should be noted that these data are contradictory and fragmentary. Most studies provide body weight indicators at a certain age of ontogenesis, and they do not show its growth and development throughout postnatal ontogenesis. At the same time, in the literature available to us, we found no data concerning the development of organometric parameters of the prostate of rats during postnatal ontogenesis. All this determines the relevance of the study and provides for further studies.

The purpose of the study: To identify patterns of development and growth of body weight and organometric parameters of the prostate of rats during postnatal ontogenesis.

Material and methods of research:

The study was conducted on 161 white non-linear male rats from the newborn period to 18 months of age, the number of individuals in each age group ranged from 10 to 20. The animals were kept in a vivarium in compliance with a 12-hour lighting regime, with a standard diet and free access to water

Slaughtering of animals was carried out on 6,11,16,21 days, as well as by the end of 1, 3,6,9,12,18 months of life in the morning, on an empty stomach by means of instant decapitation under ether anesthesia. Before slaughter, the body weight of rats was measured. After opening the abdominal cavity, the prostate gland was immediately extracted in a wet state to avoid its drying out; mass, length, width, thickness were measured. The measurement of body weight of rats and prostate was carried out on electronic scales JW-1 (e = 0.02 g) by Acom Inc. (South Korea), length, width and thickness - with a millimeter tape. The calculation of mass coefficients was carried out according to the formula: MK = Organ mass (g) / body weight (g) x100%.

Mathematical processing was performed directly from the general Excel 7.0 data matrix using the capabilities of the STTGRAPH 5.1 program, the standard deviation and representativeness errors were determined.

Research results:

The study showed that newborn baby rats have a body weight ranging from 4.4 to 5.9 grams, an average of 5.16 ± 0.1 grams. On the 6th day of development, body weight varies from 10.0 to 11.9 grams, on average equal to 10.92 ± 0.12. Compared with the newborn period, this indicator increases by 1.1 times. The average daily body weight gain is 16.67%. In 11 day-old baby rats, the body weight ranges from 13.6 to 16.8 grams, on average equal to 14.54 ± 0.21 grams. The growth rate is 33.15%. The average daily weight gain is 20.0%. On the 16th day of development, the weight of rats varies from 14.6 to 18.4 grams, on average 16.24 ± 0.27 grams. The growth rate is 11.69%, the average daily weight gain is 20.0%. By the end of the lactation period, i.e. by day 21, the body weight ranges from 27.8-34.2 grams, on average equal to 30.4 ± 0.47 grams. The growth rate is 87.19%, the daily weight gain is 20%.In rats of the infantile period, i.e. by the first month of weight development, body weight ranges from 38.6 to 48.0 grams, on average - 42.78 ± 0.77. The growth rate is 40.72%, the average daily weight gain is 11.15. At the juvenile age (3 months of age) body weight varies from 104.1 to 117.1 grams, the average is 110.68 ± 1.2 grams. Compared to the previous age, body weight increases 1.6 times, daily weight gain is

1.66%. In 6-month-old rats, body weight ranges from 204.4 to 225.4 grams, with an average of 213.07 ± 1.72 grams. The body weight gain rate is 92.5%, the average daily gain is 1.1%. At the 9th month of life, body weight varies from 280.4 to 296.7 grams, on average -289.01 ± 1.5.The growth rate is 35.64%, the daily weight gain is 1.1%. By the first year of life, the weight of rats ranges from 303.4-325.4 grams, on average equal to 315.37 ± 2.38 grams. The growth rate is 9.12%, the average daily weight gain is 1.1%. To the senile period (18 months) the weight of rats varies from 318.7 to 351.4 grams, on average -335.08 ± 3.53 grams. The growth rate is 6.25%, the daily weight gain is 0.56%.

It was found that the prostate gland mass in rats at birth ranges from 0.05 to 0.10 grams, on average 0.08 ± 0.003 grams. At the same time, the mass coefficient is 1.55%. On the 6th day of development, the prostate weight is in the range of 0.08-0.12 grams, on average-0.10 ± 0.002. The growth rate is 25.0%, the mass coefficient is 0.92%. In 11 day-old rats, the prostate weight varies from 0.09 to 0.15 grams, on average equal to 0.13 ± 0.004 grams. The growth rate of the organ mass is 30.0%, the mass coefficient is 0.89%. On the 16th day of development, the prostate mass ranges from 0.11-0.17 grams, on average equal to 0.15 ± 0.004 grams. The growth rate is 15.4%, the mass coefficient is 0.92%.By the end of the suction period (21 days) the weight of the prostate gland is in the range of 0.16-0.22 grams, on average equal to 0.19 ± 0.004 grams. The growth rate is 26.7%, the mass coefficient is 0.63%. In rats of infantile age (1 month), the prostate mass varies from 0.17 to 0.28 grams, on average it is 0.24 ± 0.009 grams. The growth rate of the organ mass is 26.3%, the mass coefficient is 0.56%. At the 3rd month of development, i.e. at the juvenile age, the prostate weight ranges from 0.26-0.39 grams, on average - 0.34 ± 0.001 grams. The growth rate is 41.7%, the mass coefficient is 0.21%. In young rats of 6 months of age, the mass of the prostate gland is in the range from 0.31 to 0.83 grams, on average equal to 0.60 ± 0.04 grams. The growth rate is 76.5%, the mass coefficient is 0.28%. At the 9th month of development, the weight of the prostate varies from 0.66 to 1.09 grams, on average equal to 0.91 ± 0.04 grams. The growth rate of the organ mass is 51.7%, the mass coefficient is 0.31%. By the 1st year of life, the weight of the organ ranges from 0.86 to 1.34 grams, the average is 1.12 ± 0.05 grams. The growth rate is 23.1%, the mass coefficient is -0.36%. At the age of one and a half years, the prostate mass ranges from 0.96 to 1.65 grams, on average equal to 1.23 ± 0.07. The growth rate is 9.8%, the mass coefficient is 0.37%.

The study showed that the thickness of the prostate gland in newborn baby rats varies within 1-2 mm, on average equal to 1.5 ± 0.07 mm. On the 6th day of development, the thickness also varies within 1-2 mm, averaging 1.9 ± 0.06 mm. The rate of increase in thickness is 26.7%. By day 11, the thickness of the organ is within 2-3 mm, on average 2.3 ± 0.07 mm.The growth rate is 21.1%. On the 16th day of development, the thickness of the prostate varies between 2-4 mm, with an average of 2.8 ± 0.14 mm. The growth rate of the thickness of the organ is 21.7%. By the end of the lactation period (21 days), the thickness of the prostate varies from 3 to 5 mm, averaging 3.6± 0.15 mm. The growth rate is 28.6%. In month-old rats, the thickness of the prostate gland is 4-5 mm, on average equal to 4.3 ± 0.08 mm. The growth rate of the thickness of the organ is 19.4%. At the 3rd month of development, the thickness of the prostate varies from 4 to 6 mm, on average equal to 5.0 ± 0.18 mm. In 6-month-old rats, the thickness of the prostate is in the range of 5-8 mm, on average 6.7 ± 0.25 mm. The growth rate is 34.0%. By the 9th month of development, the thickness is 6-8 mm, on average 7.5 ± 0.18 mm. The growth rate is 11.9%. By the end of the 1st year of life, the thickness of the prostate varies from 6 to 9 mm, on average equal to 7.9 ± 0.32 mm. The growth rate is 23.1%.In rats at the 18th month of development, the thickness of the prostate gland varies between 7-10mm, on average equal to 8.4 ± 0.32 mm. The growth rate is 9.8%.

It was found that the width of the prostate gland in newborn baby rats is within 2-3 mm, on average it is 2.17 ± 0.07 mm. On the 6th day of development, the width of the organ also varies within 2-3 mm, on average equal to 2.5 ± 0.06 mm. The growth rate is 15.2%. In 11-day-old rats, the prostate width ranges from 2 to 4 mm, on average - 3.1 ± 0.13 mm. The growth rate of the organ width is 24.0%. On the 16th day of development, the width of the prostate varies between 3-4 mm, on average 3.5 ± 0.07 mm. The growth rate is 12.9%. By the end of the suction period, i.e. by day 21, the width varies from 4 to 6 mm, on average equal to 4.6 ± 0.15 mm. The growth rate is 31.4%. In month-old rats, the width of the prostate gland is in the range of 4-7 mm, on average -5.3 ± 0.25 mm. The growth rate is 15.2%. At the 3rd month of development, the width of the organ ranges from 5 to 7 mm, on average equal to 6.2 ± 0.18. The growth rate is 17.0%. In 6-month-old rats, the width of the prostate varies between 7-10 mm, on average equal to 8.9 ± 0.25 mm. The growth rate is 43.5%. By the 9th month of development, the width of the prostate gland is in the range from 12 to 18 mm, on average 15.0 ± 0.55 mm. The growth rate of the organ width is 68.55%. In one-year-old rats, the width of the organ ranges from 14 to 18 mm, on average 16.1 ± 0.43 mm. The growth rate is 7.3%.At the 18th month of development, the width of the prostate varies from 16 to 20 mm, on average equal to 17.4 ± 0.43 mm. The growth rate is 8.1%.

The study showed that the length of the prostate gland in rats at birth is within 3-4 mm, averaging 3.7 ± 0.07 mm. In rats on the 6th day of development, the length of the prostate varies between 4-5 mm, on average-4.6 ± 0.06 mm. The growth rate is 22.6%. On the 16th day of the development of baby rats, the length of the prostate gland varies from 5 to 7 mm, on average equal to 6.3 ± 0.14 mm. The growth rate of the organ length is 18.9%. By the end of the suction period, the length of the organ is in the range of 7-9 mm, on average-7.9 ± 0.15 mm. The growth rate is 25.4%. In monthly rats, the length of the prostate gland ranges from 8 to 10 mm, on average 9.0 ± 0.16 mm. The growth rate of length is 13.9%. At the 3rd month of development, the length of the organ varies from 8 to 11 mm.On average, it is equal to 10.1 ± 0.28 mm. The growth rate is 12.1%. In 6-month-old rats, the length of the prostate gland ranges from 10 to 15 mm, on average 13.0 ± 0.41 mm. The growth rate is 28.7%. At the 9th month of development, the length of the prostate varies from 11 to 16 mm, with an average of 14.1 ± 0.46 mm. The growth rate is 8.5%. In 12-month-old rats, the length of the prostate gland varies from 13 to 17 mm, on average -15.2 ± 0.43 mm. The growth rate is 7.8%. At the 18th month of development, the length of the prostate gland ranges from 14 to 18 mm, on average equal to 16.1 ± 0.43 mm. The growth rate of the organleng this 5.9%.

CONCLUSIONS:

The change in the body weight of male rats from the period of newborn to senile age is abrupt. At the same time, the highest growth rate during the lactation period was revealed on the 6th and 21st days of development. In the late postnatal period, the highest growth rate was observed in juvenile and young age, after which there is a tendency to a gradual decrease in this indicator.

The greatest value of the average daily weight gain was revealed in the age groups throughout the suckling period, and later its decrease was noted up to senile age.

The weight of the prostate gland varies unevenly during postnatal ontogenesis. Its greatest growth is observed in the period from 3 to 9 months, the smallest - at the age of one and a half years.

The highest value of the mass coefficient of the organ was found in newborn rats, and the indicators of this coefficient in the lactation period are 2-4 times higher than in the age groups of late postnatal ontogenesis.

At all stages of postnatal ontogenesis, the length of the prostate is always greater than the width and thickness, and from the age of 9 months, the transverse size of the gland begins to prevail over the longitudinal and antero-posterior dimensions. The greatest increase in these indicators was noted by the end of the suckling period and in young rats of 6 and 9 months of age.

Thus, the process of development and growth of body mass indicators and anatomical parameters of the prostate of male rats during postnatal ontogenesis is uneven and depends on the age characteristics of the organ and the organism as a whole.

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SOME COMMENTS ON THE POETICS OF THE STORY OF "THE STORY OF A WOMAN WHO DID NOT EAT RAISINS"

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ABSTRACT

This article discusses the author's concept of the narrator's function in the structure of Abdullah Qahhor's "Woman Who Didn't Eat Raisins" and the role of the narrator in ensuring the artistic integrity of the story. He considers it a great sin for young people to shake hands. This replica of Mulla Norquzi, given in the plot of the story, gives the reader an initial idea of who he is. This means that Norkuzi is a supporter of women who wear the shawl, and those who walk without the shawl are corrupt. In the plot, the narrator and Norquzi alternate.

KEYWORDS: *Style, Form, Narrator, In formativeness, Plot, Composition.*

INTRODUCTION

A. Qahhor is one of the poets who made a worthy contribution to Uzbek literature with his series of short stories. In many of the writer's stories, tragedy and comedy go hand in hand. "Style is a form and content, a specific unity and the originality, theme and idea of artistic means, which embodies the worldview of the artist, the social reality of the historical period"[1].

One of such stories of A. Qahhor is "The woman who did not eat raisins". The story begins with Mulla Norquzi's opinion: “Did a woman shake a man's hand and ask? Even if a person who is fasting opens his mouth and rinses his throat with water, the fast will be broken and he will enjoy it! I saw with my own eyes that the son of Master Mawlana gave a handful of raisins to the daughter of Abdul Aziz Hakim”[2]. In this bite of Norquzi, a comparative image is expressed, which helps the reader to form a figurative image. He considers it a great sin for young people to shake hands. This replica of Mulla Norquzi, given in the plot of the story, gives the reader an initial idea of who he is. He reveals himself in a certain sense, just like the image of Said Jalal Khan.After this situation, the student thinks, "Who is Mulla Norquzi, is what he said true, what does this have to do with a woman who has not eaten raisins?" What happened when young people gave each other raisins? - the narrator enters the plot. Not solving the problem posed in the title quickly, delaying the basic information, etc., ensures that the work is readable. The narrator, on the other hand, limited himself to informing that this statement was one of the next gossips of Mullah Norquzi. Norquzi's entry into the plot of the story reveals the next negative aspects of the image. “Are they shy? The way of Sharia is the way.At the age of eleven, slap a girl who is not wearing a shawl and slap her armpit. The headscarf is the veil of life! ”[3] praises the women and girls wearing the shawls. This means that Norkuzi is a supporter of women who wear the shawl, and those who walk without the shawl are corrupt. In the plot, the narrator and Norquzi alternate. This movement of both ensures the integrity of the story structure. From the beginning of the story to the end, the narrator opposes the reader’s views. On the contrary, Mullah Norquzi agrees and does not react to what he said about his wife. From the position of narrator, the reader begins to have a positive opinion of his wife. From the narration of Mulla Norquzi and the narrator, the reader clearly believes that the woman is a chaste, prayerful, pious woman who always protects herself from non-mahrams.The narrator narrates: “In every action of the women who walk openly, Mullah Norquzi finds many signs of depravity. "And his wife, who sits in a seven-story veil, looks like an angel in front of them: she prays, and she wears trousers that are above her ankles." The narrator also endorses Norquzi's words, assuring the reader that his wife is pure and prayerful.Another narrator says: “One evening, Norkuzi was sitting in the yard with a brush, and his wife was pouring water on the Namazshamguls. At that moment, a plane flew over the yard. The woman chuckled like a quail and tried to run away, hitting her face on the trunk of the trumpet. "The woman chased like a quail and hit her face on the trunk of a trumpet as she tried to escape." His face touched the branch badly. Disappointed ”40. Frightened by the sight of people on the plane, the woman moves swiftly, not knowing where to put herself. After this information given by the narrator, the reader is once again convinced that the woman is a real idol, a fantasy. In order to give a more complete description to the reader, the author cites the following dialogue between the couple:

After all! - (angrily - I.R.) Mullah Norquzi said - the plane looks low, but when you look at the person on it, you look like an ant.

"Even though I look as small as an ant, I`m shown up!" She cried.[4].

"In fact, the title is a tiny work that brings together the artist's artistic intent, the idea of the work, the system of images and all the elements in a single focus."[5].

The information about the woman who did not eat raisins, which defines the main content given in the title of the story, is not mentioned at all. The reader's interest in the initial information provided is kept in check. Delaying information on a topic gives the reader a more emotional mood. All plot-compositional elements are held in place until the story is resolved. The main purpose of the author's use of this method is to exaggerate the tricks of the wife and increase the impact of the image. The exaggeration in the image, the exaggeration increased the impact of the image. The exaggerated imagery of the woman's actions resembling a chars quail, of her fainting at the touch of a trumpet, and of the fact that the people on the plane saw her fall was a great sin. It is precisely these qualities that the reader believes because they are portrayed from the logic of a cunning and cunning female character. The system of narration in the text is based on the input of Mullah Norquzi, his wife, and others. In the plot system, their sequence and consistency were observed. The narrator's consistent and stereotyped story in this view ensures the artistic integrity of The Woman Who Didn't Eat Raisins.The variety of the image, the artistry of the narrator's speech, the shortness and conciseness do not bore the reader. In the story "The Woman Who Didn't Eat Raisins", as in "The Headless Man", the information given in the title does not suddenly appear in the plot. The mystery of the narrator, the delay of the main events, the grotesque in the image and the occurrence of unexpected events in the solution are the author's own way of depicting. Giving unexpected solutions gives the reader emotional pleasure, excites him. In both stories, the reader does not encounter a literally headless man and a woman who has not eaten raisins. The simple plot line continues in a rhythm, and the reader draws a logical conclusion after the solution. The neutral attitude in the narrator's position is another manifestation of the writer's creative style.

The writer's creative skill is reflected in the logical conclusions in the solution of the work, the presentation of mysterious situations in the plot, the delay of the main information in the title. Mulla Norquzi is active towards Fakhriddin, able to convey his opinion, but he is deceived by his wife in the resolution of the story. At the end of the story, the veil is opened, and the woman's "friend" inside turns out to be a man, and something unexpected happens. Unexpectedly, this situation has a strong impact on the reader. "Yes, this man's wife didn't eat raisins!" This is the main solution of the story.

The way the two protagonists behave, even if what they say is wrong, the narrator does not say a word during the plot, does not change his attitude, does not give details. Such a neutral position of the narrator makes the plot of the work interesting and impressive.

Thus, the narrator's participation in works of art depends on: 1) the logic of the protagonist's character; 2) different features of images; 3) an event related to the position of the author.

Naturally, the information in "Kechada" is mainly covered by dramatic and epic elements. But it is clear that what turns that information into literal artistic information is the identity of the author. Apparently, just as the author is reflected in the artistic reality, so the artistic reality is reflected through the author"[6]. We have seen in the above examples that the role of the author's image - the narrator - is important in reflecting the artistic reality. In particular, there are a number of complex aspects of the depiction of artistic reality in the story, which is a small genre, which was managed by A. Qahhor.

Thus, the narrator's style of leadership leads in ensuring the structure of the work and its artistic integrity. In the story "The Woman Who Didn't Eat Raisins", the narrator's position is neutral. Images reveal themselves; in the narrator's method of narration, relations such as sarcasm, irony, and bias take precedence; the presentation of figurative words in the narrator's speech is important in genre poetics and is the main principle that determines the author's skill;

In the story "Headless Man" the narrator has a deliberately positive attitude towards negative images, emotional impact on the reader is a unique creative method, the need to "weld" the presence of elements of adventure and realism in the "reflection" of artistic reality, the narrator does not give too much detail in the plot; The ability to weld the compositional elements together, to use rhetoric and conditionality in the image, and to maintain the norm is the guiding principle in the "reflection" of reality in the artistic text.

The poetic peculiarity of the work "Woman who did not eat raisins" is that it is small, the effective use of the narrator, the exaggeration of the phrase on a conditional basis, the author's effective use of artistic means, the protagonist first perfectly illuminates the positive and then the negative. be able to apply, substantiate, and persuade the reader within a work. The use of a very grotesque method of exaggeration: if the positive aspects of a woman had not been described before, exaggerated and condensed, her subsequent actions would not have affected the reader to such an extent. A woman who acts like a chars quail, protecting herself from the sight of non-mahrams on the plane, is brought into the house and confronted to live together.

In the story "The Woman Who Didn't Eat Raisins" the author effectively used the narrator's possibilities in the structure of the work, the dynamics of details, the methods of self-disclosure of images, and the most grotesque methods of exaggeration.

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PERIPHRASIS AND PRINCIPLES OF ITS APPLICATION

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ABSTRACT

This article reveals the artistic features of the works of A. Kakhor. The most influential of the periphrases applied to the Kaltakesak detail, in our opinion, is the following periphrasis applied to Mukhtorkhan in Sorakhan's speech. The author goes into great detail in the story about his sternness and stubbornness. We see the characteristics of this woman in the example of Saidi's mother-in-law in the novel "Sarob". The paraphrases used by A. Qahhor are of great importance in ensuring the originality of the novel "Sarob". Examples like the one above can be found in the text of the novel.

KEYWORDS: *Style, Form, Narrator, In Formativeness, Plot, Composition.*

INTRODUCTION

The next means of artistic imagery is periphrasis. “Periphrasis (from the word periprasis) - periphrasis or periphrasis. It is a type of migration in which an object or a person is referred to not by its own name, but by its main characteristics. When a figurative expression is created on the basis of analogies, this character develops in the plot of the work and then becomes a periphrasis. The image first expressed by a sign is called by the name of the sign as a result of the development of that sign, and then by the name of the object being imitated.

The author's novel "Sarob" also has a paraphrase. Before using the periphrasis, the author gives such a portrait in the novel. "The cell was still doing its job," he said. He tied Saidi to a rough, thick-skinned, sleek miner who reads in rabfak. Saidi couldn't do that, but he was annoyed. In the paraphrase given in Saidi's language, it is clear how much he hates the student. In addition, the word "stupid" is often used to refer to something that is useless. In using this word, the author figuratively describes the roughness in the appearance of the image. In Saidi's imagination, however, there was a perception that this child was still useless. While Saidi ignores his peer and complains about the cell's actions and uses the word "stupid" in relation to his friend, Munishan also uses the following periphrasis in relation to his peers. "The Komsomols are good at this," he said. What about those idiots, bay, bay...

Let my heart be troubled! ”Typically, periphrases increase the effectiveness of speech, ensuring that the author conveys to the reader what he or she wants to say about the image based on figurative imagery. There is an image of an old woman in the author's story "Fairy Tales from the Past". The author goes into great detail in the story about his sternness and stubbornness. We see the characteristics of this woman in the example of Saidi's mother-in-law in the novel

"Sarob". The author uses the word "bulbuligoyo" in reference to her. They manage to show the vivacity of this image throughout the plot of the work. In several passages of the novel he quotes the same word, elevating it to the level of a periphrasis. At first the author gives such information about the old woman. “This woman, who was like a corpse lying sick for many years, was more jealous of Saidi than her daughter. He would always ask Saidi where he had gone and with whom he had spoken, and if he had any doubts, he would kill Saidi himself through his daughter, or if he could not bear it very much. ”4

In order to achieve further perfection of the above definition, the author continues the commentary. "If he speaks, Saidi will not dare to repeat himself, because if he repeats a word, he will not be able to speak for three days. That is why Saidi called it "bulbuligoyo". We know the use of the word bulbuligoyo among the people in reference to those who speak incessantly and inappropriately. Aware of this, the writer uses the word "bulbuligoyo", which means the opposite of the word, in order to perfectly describe the character of the old woman. The text reads: "During the meal, the nightingale, as usual, slandered many more people, who, in spite of repeated reprimands from the housekeeper, repeatedly leaned his broom against the wall and stood up."

"No matter how upset Saidi was, these words, which were uttered in an untimely manner, forced him to swallow them all," he said. The old woman's vigilance grew day by day, and when she saw him, Saidi's nerves began to shake. Saidi's heart pounded. "Abba, it would have been a grave if he hadn't seen this catastrophe," he said to himself.

"The Nightingale shook the cups and looked at Sorakhon." The author creates this character in the plot of the work, and during the plot it is proved that this name is very appropriate for the old woman. When the word nightingale is used again, its function expands and does not lose its artistic value: Here we observe the tone of voice, which is widely used in art. Drinking it as a result of the "swallow-swallow" sound tone produces an emotional tone "melted pig iron". It is this image that has led to the formation of both images as a unique character, which further enhances the impact of the peripheral on the reader, gives it a unique aesthetic mood. The following paraphrase, used in conjunction with the analogy above, is a clear indication of Saidi's negative attitude towards his mother-in-law. Each word in the plot of the work of art serves the general idea of the work.

"Bulbuligoyo" came in carrying a vase of flowers. Saidi was lying on the ground. ”9 In the narration quoted by the narrator, Saidi's state of mind finds expression. From the given examples it is clear that the revelation of the inner world of the image of Saidi is perfected in the image by means of this analogy. Thus, the word "cut" has two meanings, firstly, it means that the color does not stay the same, and secondly, it means that the movement of the image is completely stopped. In the plot of the novel, "bubuliguyo" is the main figure. He is also the head of Sorakhon and Murodkhoja domlani. "After this scandal, the nightingale's side became less visible, and Saidi's eyes became less visible." We also come across a lot of paraphrases in the speeches of other participants. "Assalamu alaykum shervachcha," said an old voice, and before the owner of this voice he became "thick" and sensitive. Saidi immediately withdrew and gave way. ”11 The author uses paraphrases in the replication of images.

In particular, the impact power, artistic and emotional power of the periphrases used in the dialogues will be high. On this page, too, we encounter similarities in the text along with the periphrasis. “This old man, who looked like a male carrot, sat down slowly on a chair with the help of a stick, took out a piece of paper from his side and handed it to Saidi. Saidi turned on the light and looked at the letter ”(pp. 88-89).

Muradhoja, who always expected the benefit of the people around him, doubted the correct advice given by the teacher Abbaskhan, and passed such thoughts from his heart, but did not notice Abbaskhan himself. "Yes, dog," said the teacher inwardly, as if Salimkhan had promised you something. Muradhoja would treat not only Abbaskhan, but also others. He looks at everything from the point of view of gaining wealth, accumulating wealth. The following advice from the teacher to Saidi proves how true the above statement is: “Yes! We need property, wealth! Parents, friends, fame are all a baby. Wealth and property must be acquired ”13. Murodkhoja knows that a teacher is a child of even his parents in the face of wealth. In a sense, Saidi's views are also contagious. It led to the further development of Saidi’s materialistic vices.

Man, ignorance and disregard for his dignity is also present in the character of the teacher's wife, Bulbuligo'yo: Obdast's faucet was broken. He got up in a rage, put the obdast in its place, and went back without saying a word. He creates a figurative situation by using the paraphrase "shabkor" and "deadly" for Saidi's sister. The periphrasis used in the novel reveals the inner world of each image, its mood, its relationship to others. We have already acknowledged that in the works of A. Qahhor, the detail of the lizard is used in many places.

Sorahon sounds like a lizard to Mukhtorkhan, and when he uses the phrase, Saidi describes his mother-in-law's quick movements as follows: Saidi knocked on the door and went into the house until he looked back and asked. When he expresses his whining with the help of a periphrasis, he intensifies his negative attitude by comparing his agility to the movement of a lizard. The most influential of the periphrases applied to the Kaltakesak detail, in our opinion, is the following periphrasis applied to Mukhtorkhan in Sorakhan's speech. "After all, a guy who doesn't get a girl, how can he agree to a lizard, let him get a girl, too." Then we will be equal. ”

Not only in the novel "Sarob", but in other works of the author, he used various analogies to the detail of the bat and raised it to the level of a paraphrase. For example, when Mukhtorkhon kisses, he makes a sound like a lizard, and the author, who uses similarities to the eyes of a lizard lying in the sand, "quotes the lizard's head" in order to reinforce his artistic concept. The paraphrases used by A. Qahhor are of great importance in ensuring the originality of the novel "Sarob". Examples like the one above can be found in the text of the novel. In the novel "Kushchinor Chiraklari", which was not so positively evaluated by the literary community, the author used the means of artistic description.

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NUMERICAL MODELING TO CHANGE THE GROUND WATER LEVEL THE WATER AREA

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ABSTRACT

An urgent problem related to the process of changing the level of ground and pressure water is solved in the article; the problem is described by a system of partial differential equations and various corresponding initial, internal and boundary conditions. To derive a mathematical model of the process under consideration, a detailed review of scientific papers devoted to various aspects and mathematical support of the object of study is given. To conduct a comprehensive study of the process of filtering and changing the salt regime in groundwater, a mathematical model and an effective numerical algorithm are proposed taking into account external sources and evaporation. Since the process is described by a nonlinear system of partial differential equations, it is difficult to obtain an analytical solution. To solve it, a numerical algorithm based on a finite-difference scheme is developed, and an iterative scheme is used for nonlinear terms, which checks the convergence of iterative method.

KEYWORDS: *Mathematical Model, Numerical Algorithm, Groundwater, Ground And Pressure Water, Soil.*

INTRODUCTION

The main tasks of hydrogeology, including tasks related to land development, reclamation and irrigative construction, assessment of groundwater reserves and resources, and many others, ultimately provides for the prediction of the hydrodynamic and hydromechanical regime of groundwater - a closely interconnected element of a single geofiltration system. In particular, a decrease in the Aral Sea water level caused significant changes in the exploitation of aquifers, groundwater in the coastal zone, and had a negative impact on the environment. In fact, fisheries have been eliminated, the conditions of groundwater exploitation have worsened, the fauna has become poorer, and the surface freed from the sea is subjected to aeolian processes, which entail a decrease in the productivity of coastal pasture lands adjacent to the Aral Sea, etc.

To conduct a comprehensive study, forecast and managerial decisions on the above mentioned issue, a number of problems have been solved, where the core is a mathematical model, a numerical algorithm and software complex for conducting a computer experiment; significant theoretical and applied results have been obtained.

In [1], the stationary model of groundwater filtration is used to quantify and analyze underground hydrodynamics in the Akaki catchment, paying particular attention to the borehole field that supplies the city of Addis Ababa. The modeling is performed in a two-layer unlimited aquifer with a spatially variable recharge and hydraulic conductivity in well-defined boundary conditions. The model is used to predict the nature of the groundwater flow, the groundwater-surface water interaction, and the effect of pumping on borehole field in various scenarios.

In [2], a one-dimensional mathematical model of dissolved substances transport in finite aquifers is considered. The basic equation for the dissolved substances transport by an unsteady flow of groundwater is solved analytically by the Laplace transform method. Initially, the aquifer is subjected to a spatially dependent concentration of the source with zero order formation. One end of the aquifer receives the concentration of the source and is represented by a mixed-type boundary condition in a time domain of solution. The concentration gradient at the other end of the porous medium is assumed to be zero.

Mechanisms of artificial recharge affecting the groundwater reservoir were considered in [3]. Based on a generalized groundwater reservoir, various scenarios for the location of the infiltration basin and replenishment intensity in a two-dimensional sand reservoir model have been developed in order to study how to increase the efficiency of artificial replenishment of groundwater reservoir.

In [4], the authors simulated the process of groundwater filtration taking into account the nonuniform distribution and rarefaction of the aquifer based on insufficient data on the object and poor knowledge of their properties. The problem is solved by considering vertical stratification of an aquifer of equal thickness.

In [5], an exact solution was constructed on the influx of fluid into well-permeable formations. However, the study did not take into account the elastic regime in the low-permeable coffer dam.

Articles [6–7] are devoted to numerical modeling of water and salt transfer process in soil. For a comprehensive study, a mathematical model is proposed taking into account the soil pores colmatage with fine particles over time; changes in the coefficient of soil permeability, water loss and filtration coefficient; changes in the initial porosity and porosity of the settled mass, as well as an effective numerical algorithm based on the Samarsky-Fryazinov vector scheme with the second order of differential operators approximation to a finite-difference one. To derive a mathematical model of salt transfer, it is assumed that the pressure gradient in the channel is constant and equal to atmospheric pressure. The calculation results for the proposed algorithms are presented in the form of graphical objects.

In [8], a model is proposed that allows obtaining reliable information about the changes in the groundwater level and justifies the intensity of water reclamation of agro-landscapes, optimizes the agricultural drainage calculation and adjusts the water regime management in agricultural land.

Based on the data of complex studies carried out within the Ararat and Aparan intermountain basins, the issues related to the prevention of environmental consequences caused by large groundwater intakes are proposed in [9]. As a result of the data analysis of the mathematical modeling method, the problems of predicting the regime of groundwater levels changes were solved while maintaining a constant load acting on the existing water intakes.

In [10], a mathematical model was developed for predicting groundwater levels in two-layer formations. The authors consider a two-layer medium consisting of two layers: soil (with low conductivity) and water, as a mathematical model of a geofiltration process.

Statement of the problem

For mathematical modeling of monitoring and predicting the groundwater level and hydrochemical processes occurring in them, considering the interaction of external factors: evaporation and infiltration, the studied object is presented schematically in the form shown in Fig. 1. According to the results of hydrogeological conditions analysis, the territory with groundwater renewal (GWR) in the geofiltration respect should be considered as a vertical two-layer medium consisting of two aquifers (with a relatively close permeability value) separated by a poorly permeable layer.

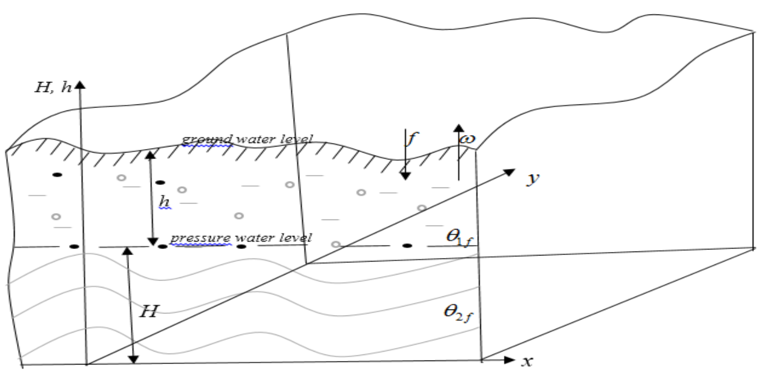

Fig 1.

The accepted conditions for predicting the groundwater level and the changes in salts content (ground and pressure aquifers) under filtration process give reason to present the mathematical model of the object in the form of a system of nonlinear partial differential equations:

$$\left.\begin{aligned}\mu_1 n_0 \frac{\partial h}{\partial t} &= \frac{\partial}{\partial x}(k_1 m \frac{\partial h}{\partial x}) + \frac{\partial}{\partial y}(k_1 m \frac{\partial h}{\partial y}) + f - \omega, \\ \mu_2 \frac{\partial H}{\partial t} &= \frac{\partial}{\partial x}\left(k_2 m \frac{\partial H}{\partial x}\right) + \frac{\partial}{\partial y}(k_2 m \frac{\partial H}{\partial y}) - \eta Q.\end{aligned}\right\} \quad (1)$$

where $h(x,y,t)$, $H(x,y,t)$ - are the ground and pressure water levels; μ_1, μ_2 are the water loss coefficients; m is the capacity of a separating layer; k_1, k_2 are the filtration coefficients of the upper and lower layers; Q is the flow rate; f is the external source; ω is the evaporation; n_0 is the active porosity of soil in the respective zones. η is the coefficient to reduce a model to dimensional form.

System (1) is solved under the following initial and boundary conditions:

$$h\big|_{t=0} = h_0, \quad H\big|_{t=0} = H_0, \tag{2}$$

$$\mu_1 m \frac{\partial h}{\partial x}\Big|_{x=0} = -(h-h_0), \quad \mu_1 m \frac{\partial h}{\partial x}\Big|_{x=L_x} = (h-h_0), \tag{3}$$

$$\mu_1 m \frac{\partial h}{\partial y}\Big|_{y=0} = -(h-h_0), \quad \mu_1 m \frac{\partial h}{\partial y}\Big|_{y=L_y} = (h-h_0), \tag{4}$$

$$\mu_2 m \frac{\partial H}{\partial x}\bigg|_{x=0} = -(H-H_0), \quad \mu_2 m \frac{\partial H}{\partial x}\bigg|_{x=L_x} = (H-H_0), \tag{5}$$

$$\mu_2 m \frac{\partial H}{\partial y}\bigg|_{y=0} = -(H-H_0), \quad \mu_2 m \frac{\partial H}{\partial y}\bigg|_{y=L_y} = (H-H_0), \tag{6}$$

$$H\big|_{y=m+0} = h\big|_{y=m-0}, \tag{7}$$

$$k_2 m \frac{\partial H}{\partial y}\Big|_{y=m+0} = k_1 m \frac{\partial h}{\partial y}\Big|_{y=m-0}. \tag{8}$$

where h_0, H_0 are the initial values of groundwater and pressure water levels.

To solve the problems (1) and (8), introduce the following dimensionless variables:

$$h^* = \frac{h}{h_0},\ H^* = \frac{H}{H_0},\ x^* = \frac{x}{L_x},\ y^* = \frac{y}{L_y},\ k_1^* = \frac{k_1}{(k_1)_0},\ \tau = \frac{(k_1)_0 m_0}{\mu_1 n_0 L_x^2} t,\ m^* = \frac{m}{m_0},\ k_2^* = \frac{k_2}{(k_2)_0},$$

Then the problem (1) - (8) is reduced to the form:

$$\left.\begin{aligned} \frac{\partial h^*}{\partial \tau} &= \frac{\partial}{\partial x^*}(k_1^* m^* \frac{\partial h^*}{\partial x^*}) + \frac{L_x^2}{L_y^2}\frac{\partial}{\partial y^*}(k_1^* m^* \frac{\partial h^*}{\partial y^*}) + \frac{L_x^2}{(k_1)_0 m_0 h_0}(f-\omega), \\ \frac{\partial H^*}{\partial \tau} &= \frac{\partial}{\partial x^*}\left(k_2^* m^* \frac{\partial H^*}{\partial x^*}\right) + \frac{L_x^2}{L_y^2}\frac{\partial}{\partial y^*}(k_2^* m^* \frac{\partial H^*}{\partial y^*}) - \frac{\mu_1 n_0 L_x^2}{\mu_2 (k_1)_0 m_0 H_0}\eta Q. \end{aligned}\right\} \tag{9}$$

Under boundary conditions:

$$\frac{\mu_1 m_0 h_0}{L_x} m^* \frac{\partial h^*}{\partial x^*}\Big|_{x^*=0} = -(h_0 h^* - h_0), \quad \frac{\mu_1 m_0 h_0}{L_x} m^* \frac{\partial h^*}{\partial x^*}\Big|_{x^*=1} = (h_0 h^* - h_0), \tag{10}$$

$$\frac{\mu_1 m_0 h_0}{L_y} m^* \frac{\partial h^*}{\partial y^*}\Big|_{y^*=0} = -(h_0 h^* - h_0), \quad \frac{\mu_1 m_0 h_0}{L_y} m^* \frac{\partial h^*}{\partial y^*}\Big|_{y^*=1} = (h_0 h^* - h_0), \tag{11}$$

$$\frac{\mu_2 m_0 H_0}{L_x} m^* \frac{\partial H^*}{\partial x^*}\bigg|_{x^*=0} = -(H_0 H^* - H_0), \quad \frac{\mu_2 m_0 H_0}{L_x} m^* \frac{\partial H^*}{\partial x^*}\bigg|_{x^*=1} = (H_0 H^* - H_0), \tag{12}$$

$$\frac{\mu_2 m_0 H_0}{L_y} m^* \frac{\partial H^*}{\partial y^*}\bigg|_{y^*=0} = -(H_0 H^* - H_0), \quad \frac{\mu_2 m_0 H_0}{L_y} m^* \frac{\partial H^*}{\partial y^*}\bigg|_{y^*=1} = (H_0 H^* - H_0), \tag{13}$$

$$H_0 H^*\Big|_{y^*=\frac{m_0 m^*+0}{L_y}} = h_0 h^*\Big|_{y^*=\frac{m_0 m^*-0}{L_y}}, \quad (14)$$

$$\frac{(k_2)_0 m_0 H_0}{L_y} k_2^* m^* \frac{\partial H^*}{\partial y^*}\Big|_{y^*=\frac{m_0 m^*+0}{L_y}} = \frac{(k_1)_0 m_0 h_0}{L_y} k_1^* m^* \frac{\partial h^*}{\partial y^*}\Big|_{y^*=\frac{m_0 m^*-0}{L_y}}. \quad (15)$$

Later, for simplicity, we will omit the "*" sign in the equations and problem (9) - (15) in dimensionless variables can be written as follows:

$$\left.\begin{aligned} \frac{\partial h}{\partial \tau} &= \frac{\partial}{\partial x}(k_1 m \frac{\partial h}{\partial x}) + \frac{L_x^2}{L_y^2}\frac{\partial}{\partial y}(k_1 m \frac{\partial h}{\partial y}) + \frac{L_x^2}{(k_1)_0 m_0 h_0}(f-\omega), \\ \frac{\partial H}{\partial \tau} &= \frac{\partial}{\partial x}\left(k_2 m \frac{\partial H}{\partial x}\right) + \frac{L_x^2}{L_y^2}\frac{\partial}{\partial y}(k_2 m \frac{\partial H}{\partial y}) - \frac{\mu_1 n_0 L_x^2}{\mu_2 (k_1)_0 m_0 H_0}\eta Q. \end{aligned}\right\} \quad (16)$$

Problem (16) has the form:

$$\left.\begin{aligned} \frac{\partial h}{\partial \tau} &= \frac{\partial}{\partial x}(k_1 m \frac{\partial h}{\partial x}) + \xi \frac{\partial}{\partial y}(k_1 m \frac{\partial h}{\partial y}) + \xi_1 (f-\omega), \\ \frac{\partial H}{\partial \tau} &= \frac{\partial}{\partial x}\left(k_2 m \frac{\partial H}{\partial x}\right) + \xi \frac{\partial}{\partial y}(k_2 m \frac{\partial H}{\partial y}) - \xi_2 \eta Q. \end{aligned}\right\} \quad (16^*)$$

where $\xi = \frac{L_x^2}{L_y^2}$, $\xi_1 = \frac{L_x^2}{(k_1)_0 m_0 h_0}$, $\xi_2 = \frac{\mu_1 n_0 L_x^2}{\mu_2 (k_1)_0 m_0 H_0}$.

under boundary conditions:

$$\frac{\mu_1 m_0 h_0}{L_x} m \frac{\partial h}{\partial x}\Big|_{x=0} = -(h_0 h - h_0), \quad \frac{\mu_1 m_0 h_0}{L_x} m \frac{\partial h}{\partial x}\Big|_{x=1} = (h_0 h - h_0), \quad (17)$$

$$\frac{\mu_1 m_0 h_0}{L_y} m \frac{\partial h}{\partial y}\Big|_{y=0} = -(h_0 h - h_0), \quad \frac{\mu_1 m_0 h_0}{L_y} m \frac{\partial h}{\partial y}\Big|_{y=1} = (h_0 h - h_0), \quad (18)$$

$$\frac{\mu_2 m_0 H_0}{L_x} m \frac{\partial H}{\partial x}\Big|_{x=0} = -(H_0 H - H_0), \quad \frac{\mu_2 m_0 H_0}{L_x} m \frac{\partial H}{\partial x}\Big|_{x=1} = (H_0 H - H_0), \quad (19)$$

$$\frac{\mu_2 m_0 H_0}{L_y} m \frac{\partial H}{\partial y}\Big|_{y=0} = -(H_0 H - H_0), \quad \frac{\mu_2 m_0 H_0}{L_y} m \frac{\partial H}{\partial y}\Big|_{y=1} = (H_0 H - H_0), \quad (20)$$

$$H_0 H\Big|_{y=\frac{m_0 m+0}{L_y}} = h_0 h\Big|_{y=\frac{m_0 m-0}{L_y}}, \quad (21)$$

$$\frac{(k_2)_0 m_0 H_0}{L_y} k_2 m \frac{\partial H}{\partial y}\Big|_{y=\frac{m_0 m+0}{L_y}} = \frac{(k_1)_0 m_0 h_0}{L_y} k_1 m \frac{\partial h}{\partial y}\Big|_{y=\frac{m_0 m-0}{L_y}}. \quad (22)$$

3 Solution method

To solve problem (16*) - (22) the finite difference method [6, 7, 10] is used. For this, introduce a grid where T is the maximum time during which the process is studied for the domain $D=\{0\le x<L_x,\ 0\le y<L_y,\ 0\le t\le T\}$. To do so, the continuous domain of the problem solution is replaced by a grid one:

$$\omega_{\Delta x,\Delta y,\Delta\tau}=\{(x_i,y_j,t_n),\ x_i=i\,\Delta x;\ i=0,1,2,...I;\ y_j=j\,\Delta y;\ j=0,1,2,...J;\ t_n=n\Delta\tau;\ n=0,1,2,...,N\}$$

Next, we approximate equation (16 *) for the layer $n+\dfrac{1}{2}$ and use the implicit scheme on the grid $\omega_{\Delta x,\Delta y,\Delta\tau}$ in the form [6,7,10]:

$$\left.\begin{aligned}
&\frac{0.5\Delta\tau(k_1)_{i-0.5,j}m_{i-0.5,j}}{\Delta x^2}h_{i-1,j}^{n+\frac{1}{2}}-\frac{0.5\Delta\tau((k_1)_{i-0.5,j}m_{i-0.5,j}+(k_1)_{i+0.5,j}m_{i+0.5,j})+\Delta x^2}{\Delta x^2}h_{i,j}^{n+\frac{1}{2}}+\\
&\qquad+\frac{0.5\Delta\tau(k_1)_{i+0.5,j}m_{i+0.5,j}}{\Delta x^2}h_{i+1,j}^{n+\frac{1}{2}}=\\
&=-(h_{i,j}^n+0.5\Delta\tau\xi\frac{(k_1)_{i,j-0.5}m_{i,j-0.5}h_{i,j-1}^n-((k_1)_{i,j-0.5}m_{i,j-0.5}+(k_1)_{i,j+0.5}m_{i,j+0.5})h_{i,j}^n}{\Delta y^2}+\\
&\qquad+0.5\Delta\tau\xi\frac{(k_1)_{i,j+0.5}m_{i,j+0.5}h_{i,j+1}^n}{\Delta y^2}+0.5\Delta\tau\xi_1(f-\omega)),\\
&\frac{0.5\Delta\tau(k_2)_{i-0.5,j}m_{i-0.5,j}}{\Delta x^2}H_{i-1,j}^{n+\frac{1}{2}}-\frac{0.5\Delta\tau((k_2)_{i-0.5,j}m_{i-0.5,j}+(k_2)_{i+0.5,j}m_{i+0.5,j})+\Delta x^2}{\Delta x^2}H_{i,j}^{n+\frac{1}{2}}+\\
&\qquad+\frac{0.5\Delta\tau(k_2)_{i+0.5,j}m_{i+0.5,j}}{\Delta x^2}H_{i+1,j}^{n+\frac{1}{2}}=\\
&=-(H_{i,j}^n+0.5\Delta\tau\xi\frac{(k_2)_{i,j-0.5}m_{i,j-0.5}H_{i,j-1}^n-((k_2)_{i,j-0.5}m_{i,j-0.5}+(k_2)_{i,j+0.5}m_{i,j+0.5})H_{i,j}^n}{\Delta y^2}+\\
&\qquad+0.5\Delta\tau\xi\frac{(k_2)_{i,j+0.5}m_{i,j+0.5}H_{i,j+1}^n}{\Delta y^2}-0.5\Delta\tau\xi_2\eta Q).
\end{aligned}\right\}\tag{23}$$

After some transforms and grouping similar terms, the finite-difference system (23) is rewritten in the form:

$$a_{i,j}h_{i-1,j}^{n+\frac{1}{2}}-b_{i,j}h_{i,j}^{n+\frac{1}{2}}+c_{i,j}h_{i+1,j}^{n+\frac{1}{2}}=-d_{i,j}^n\tag{24}$$

$$\bar{a}_{i,j}H_{i-1,j}^{n+\frac{1}{2}}-\bar{b}_{i,j}H_{i,j}^{n+\frac{1}{2}}+\bar{c}_{i,j}H_{i+1,j}^{n+\frac{1}{2}}=-\bar{d}_{i,j}^n\tag{25}$$

here

$$a_{i,j}=\frac{0.5\Delta\tau(k_1)_{i-0.5,j}m_{i-0.5,j}}{\Delta x^2},\qquad b_{i,j}=\frac{0.5\Delta\tau((k_1)_{i-0.5,j}m_{i-0.5,j}+(k_1)_{i+0.5,j}m_{i+0.5,j})+\Delta x^2}{\Delta x^2},$$

$$c_{i,j}=\frac{0.5\Delta\tau(k_1)_{i+0.5,j}m_{i+0.5,j}}{\Delta x^2},$$

$$d_{i,j}^{n}=h_{i,j}^{n}+0.5\Delta\tau\xi\frac{(k_1)_{i,j-0.5}m_{i,j-0.5}h_{i,j-1}^{n}-((k_1)_{i,j-0.5}m_{i,j-0.5}+(k_1)_{i,j+0.5}m_{i,j+0.5})h_{i,j}^{n}}{\Delta y^2}+$$

$$+0.5\Delta\tau\xi\frac{(k_1)_{i,j+0.5}m_{i,j+0.5}h_{i,j+1}^{n}}{\Delta y^2}+0.5\Delta\tau\xi_1(f-\omega),$$

$$\bar{a}_{i,j}=\frac{0.5\Delta\tau(k_2)_{i-0.5,j}m_{i-0.5,j}}{\Delta x^2},\qquad \bar{b}_{i,j}=\frac{0.5\Delta\tau((k_2)_{i-0.5,j}m_{i-0.5,j}+(k_2)_{i+0.5,j}m_{i+0.5,j})+\Delta x^2}{\Delta x^2},$$

$$\bar{c}_{i,j}=\frac{0.5\Delta\tau(k_2)_{i+0.5,j}m_{i+0.5,j}}{\Delta x^2},$$

$$\bar{d}_{i,j}^{n}=H_{i,j}^{n}+0.5\Delta\tau\xi\frac{(k_2)_{i,j-0.5}m_{i,j-0.5}H_{i,j-1}^{n}-((k_2)_{i,j-0.5}m_{i,j-0.5}+(k_2)_{i,j+0.5}m_{i,j+0.5})H_{i,j}^{n}}{\Delta y^2}+$$

$$+0.5\Delta\tau\xi\frac{(k_2)_{i,j+0.5}m_{i,j+0.5}H_{i,j+1}^{n}}{\Delta y^2}-0.5\Delta\tau\xi_2\eta Q.$$

The resulting systems of equations (24) and (25) with respect to the sought for variables are solved by the sweep method, where the sweep coefficients are calculated using:

$$h_{i,j}^{n+\frac{1}{2}}=\alpha_{i+1,j}h_{i+1,j}^{n+\frac{1}{2}}+\beta_{i+1,j}^{n} \tag{27}$$

$$H_{i,j}^{n+\frac{1}{2}}=\bar{\alpha}_{i+1,j}H_{i+1,j}^{n+\frac{1}{2}}+\bar{\beta}_{i+1,j}^{n} \tag{28}$$

$\alpha_{i,j}$, $\beta_{i,j}^{n}$ and $\bar{\alpha}_{i,j}$, $\bar{\beta}_{i,j}^{n}$ are the sweep coefficients

$$\alpha_{i+1,j}=\frac{c_{i,j}}{b_{i,j}-a_{i,j}\alpha_{i,j}},\quad \beta_{i+1,j}^{n}=\frac{d_{i,j}^{n}+a_{i,j}\beta_{i,j}^{n}}{b_{i,j}-a_{i,j}\alpha_{i,j}},\quad \bar{\alpha}_{i+1,j}=\frac{\bar{c}_{i,j}}{\bar{b}_{i,j}-\bar{a}_{i,j}\bar{\alpha}_{i,j}},\quad \bar{\beta}_{i+1,j}^{n}=\frac{\bar{d}_{i,j}^{n}+\bar{a}_{i,j}\bar{\beta}_{i,j}^{n}}{\bar{b}_{i,j}-\bar{a}_{i,j}\bar{\alpha}_{i,j}}.$$

Next, the boundary conditions (32) - (37) are approximated:

$$\frac{\mu_1 m_0 h_0}{L_x}m_{1,j}\frac{h_{0,j}^{n+\frac{1}{2}}-4h_{1,j}^{n+\frac{1}{2}}+3h_{2,j}^{n+\frac{1}{2}}}{2\Delta x}=-(h_0h_{1,j}^{n+\frac{1}{2}}-h_0), \tag{29}$$

$$\frac{\mu_1 m_0 h_0}{L_x}m_{I,j}\frac{-3h_{I-1,j}^{n+\frac{1}{2}}+4h_{I,j}^{n+\frac{1}{2}}-h_{I+1,j}^{n+\frac{1}{2}}}{2\Delta x}=(h_0h_{I,j}^{n+\frac{1}{2}}-h_0), \tag{30}$$

$$\frac{\mu_1 m_0 h_0}{L_y}m_{i,1}\frac{h_{i,0}^{n+1}-4h_{i,1}^{n+1}+3h_{i,2}^{n+1}}{2\Delta y}=-(h_0h_{i,1}^{n+1}-h_0), \tag{31}$$

$$\frac{\mu_1 m_0 h_0}{L_y}m_{i,J}\frac{-3h_{i,I-1}^{n+1}+4h_{i,J}^{n+1}-h_{i,J+1}^{n+1}}{2\Delta y}=(h_0h_{i,J}^{n+1}-h_0), \tag{32}$$

$$\frac{\mu_2 m_0 H_0}{L_x}m_{1,j}\frac{H_{0,j}^{n+\frac{1}{2}}-4H_{1,j}^{n+\frac{1}{2}}+3H_{2,j}^{n+\frac{1}{2}}}{2\Delta x}=-(H_0H_{1,j}^{n+\frac{1}{2}}-H_0), \tag{33}$$

$$\frac{\mu_2 m_0 H_0}{L_x} m_{I,j} \frac{-3H_{I-1,j}^{n+\frac{1}{2}} + 4H_{I,j}^{n+\frac{1}{2}} - H_{I+1,j}^{n+\frac{1}{2}}}{2\Delta x} = (H_0 H_{I,j}^{n+\frac{1}{2}} - H_0), \quad (34)$$

$$\frac{\mu_2 m_0 H_0}{L_y} m_{i,1} \frac{H_{i,0}^{n+1} - 4H_{i,1}^{n+1} + 3H_{i,2}^{n+1}}{2\Delta y} = -(H_0 H_{i,1}^{n+1} - H_0), \quad (35)$$

$$\frac{\mu_1 m_0 H_0}{L_y} m_{i,J} \frac{-3H_{i,I-1}^{n+1} + 4H_{i,J}^{n+1} - H_{i,J+1}^{n+1}}{2\Delta y} = (H_0 H_{i,J}^{n+1} - H_0), \quad (36)$$

$$H_0 H_{i,J}^{n} = h_0 h_{i,J}^{n} \quad (37)$$

$$\frac{(k_2)_0 m_0 H_0}{L_y} (k_2)_{i,J} m_{i,J} \frac{-3H_{i,I-1}^{n} + 4H_{i,J}^{n} - H_{i,J+1}^{n}}{2\Delta y} = \frac{(k_1)_0 m_0 h_0}{L_y} (k_1)_{i,J} m_{i,J} \frac{-3h_{i,I-1}^{n} + 4h_{i,J}^{n} - h_{i,J+1}^{n}}{2\Delta y}. \quad (38)$$

If $i = 1$, then equation (24) is transformed to equation (39), and as a result of simplification of equation (29), we obtain (40). If $i = 0$, equation (27) is transformed to equation (41):

$$h_{2,j}^{n+\frac{1}{2}} = -\frac{a_{1,j}}{c_{1,j}} h_{0,j}^{n+\frac{1}{2}} + \frac{b_{1,j}}{c_{1,j}} h_{1,j}^{n+\frac{1}{2}} - \frac{d_{1,j}^{n}}{c_{1,j}} \quad (39)$$

$$h_{2,j}^{n+\frac{1}{2}} = -\frac{1}{3} h_{0,j}^{n+\frac{1}{2}} + \left(\frac{4}{3} - \frac{2\Delta x L_x h_0}{3\mu_1 m_0 h_0 m_{1,j}}\right) h_{1,j}^{n+\frac{1}{2}} + \frac{2\Delta x L_x h_0}{3\mu_1 m_0 h_0 m_{1,j}} \quad (40)$$

$$h_{0,j}^{n+\frac{1}{2}} = \alpha_{1,j} h_{1,j}^{n+\frac{1}{2}} + \beta_{1,j}^{n} \quad (41)$$

Comparing (39) - (41), we get $\alpha_{1,j}$ and $\beta_{1,j}^{n}$:

$$\alpha_{1,j} = \frac{3\mu_1 m_0 h_0 m_{1,j} b_{1,j} - 4\mu_1 m_0 h_0 m_{1,j} c_{1,j} + 2\Delta x L_x h_0 \mu_1 m_0 h_0 m_{1,j} c_{1,j}}{\mu_1 m_0 h_0 m_{1,j} (3a_{1,j} - c_{1,j})}, \quad \beta_{1,j}^{n} = -\frac{2\Delta x L_x h_0 c_{1,j}}{\mu_1 m_0 h_0 m_{1,j} (3a_{1,j} - c_{1,j})}.$$

At $i = I$ equation (24) takes the form (42), as a result of simplification of equation (30), we get (43), If $i = I - 1$, equation (27) is transformed to equation (44):

$$h_{I+1,j}^{n+\frac{1}{2}} = -\frac{a_{I,j}}{c_{I,j}} h_{I-1,j}^{n+\frac{1}{2}} + \frac{b_{I,j}}{c_{I,j}} h_{I,j}^{n+\frac{1}{2}} - \frac{d_{I,j}^{n}}{c_{I,j}} \quad (42)$$

$$h_{I+1,j}^{n+\frac{1}{2}} = -3h_{I-1,j}^{n+\frac{1}{2}} + \frac{4\mu_1 m_0 h_0 m_{I,j} - 2\Delta x L_x h_0}{\mu_1 m_0 h_0 m_{I,j}} h_{I,j}^{n+\frac{1}{2}} + \frac{2\Delta x L_x h_0}{\mu_1 m_0 h_0 m_{I,j}} \quad (43)$$

$$h_{I-1,j}^{n+\frac{1}{2}} = \alpha_{I,j} h_{I,j}^{n+\frac{1}{2}} + \beta_{I,j}^{n} \quad (44)$$

Comparing (42) - (44), we get $h_{I,j}^{n+\frac{1}{2}}$:

$$h_{I,j}^{n+\frac{1}{2}} = \frac{\beta_{I,j}^{n} \mu_1 m_0 h_0 m_{I,j} (a_{I,j} - 3c_{I,j}) + 2\Delta x L_x h_0 c_{I,j} + d_{I,j}^{n} \mu_1 m_0 h_0 m_{I,j}}{b_{I,j} \mu_1 m_0 h_0 m_{I,j} - 4\mu_1 m_0 h_0 m_{I,j} c_{I,j} + 2\Delta x L_x h_0 c_{I,j} - \alpha_{I,j} \mu_1 m_0 h_0 m_{I,j} (a_{I,j} - 3c_{I,j})}$$

If $i=1$, then equation (25) is transformed to equation (45), and as a result of simplification of equation (33), we get (46). If $i=0$, then equation (28) is transformed to equation (47):

$$H_{2,j}^{n+\frac{1}{2}} = -\frac{\bar{a}_{1,j}}{\bar{c}_{1,j}} H_{0,j}^{n+\frac{1}{2}} + \frac{\bar{b}_{1,j}}{\bar{c}_{1,j}} H_{1,j}^{n+\frac{1}{2}} - \frac{\bar{d}_{1,j}^{n}}{\bar{c}_{1,j}} \tag{45}$$

$$H_{2,j}^{n+\frac{1}{2}} = -\frac{1}{3} H_{0,j}^{n+\frac{1}{2}} + \frac{4\mu_2 m_0 m_{1,j} - 2\Delta x L_x}{3\mu_2 m_0 m_{1,j}} H_{1,j}^{n+\frac{1}{2}} + \frac{2\Delta x L_x}{3\mu_2 m_0 m_{1,j}} \tag{46}$$

$$H_{0,j}^{n+\frac{1}{2}} = \bar{\alpha}_{1,j} H_{1,j}^{n+\frac{1}{2}} + \bar{\beta}_{1,j}^{n} \tag{47}$$

Comparing (45) - (47), we get $\alpha_{1,j}$ and $\beta_{1,j}^{n}$:

$$\bar{\alpha}_{1,j} = \frac{3(3\mu_2 m_0 m_{1,j} \bar{b}_{1,j} - 4\mu_2 m_0 m_{1,j} \bar{c}_{1,j} + 2\Delta x L_x \bar{c}_{1,j})}{3\bar{a}_{1,j} - \bar{c}_{1,j}}, \quad \bar{\beta}_{1,j}^{n} = -\frac{3(3\mu_2 m_0 m_{1,j} \bar{d}_{1,j}^{n} + 2\Delta x L_x \bar{c}_{1,j})}{3\bar{a}_{1,j} - \bar{c}_{1,j}}.$$

At $i=I$ equation (25) takes the form (48), as a result of simplification of equation (34) we obtain (49). If $i=I-1$, then equation (28) is transformed to equation (50):

$$H_{I+1,j}^{n+\frac{1}{2}} = -\frac{\bar{a}_{I,j}}{\bar{c}_{I,j}} H_{I-1,j}^{n+\frac{1}{2}} + \frac{\bar{b}_{I,j}}{\bar{c}_{I,j}} H_{I,j}^{n+\frac{1}{2}} - \frac{\bar{d}_{I,j}^{n}}{\bar{c}_{I,j}}, \tag{48}$$

$$H_{I+1,j}^{n+\frac{1}{2}} = -3H_{I-1,j}^{n+\frac{1}{2}} + \frac{4\mu_2 m_0 m_{I,j} - 2\Delta x L_x}{\mu_2 m_0 m_{I,j}} H_{I,j}^{n+\frac{1}{2}} + \frac{2\Delta x L_x}{\mu_2 m_0 m_{I,j}}. \tag{49}$$

$$H_{I-1,j}^{n+\frac{1}{2}} = \bar{\alpha}_{I,j} H_{I,j}^{n+\frac{1}{2}} + \bar{\beta}_{I,j}^{n} \tag{50}$$

Comparing (48) - (50), we get $H_{I,j}^{n+\frac{1}{2}}$:

$$H_{I,j}^{n+\frac{1}{2}} = \frac{2\Delta x L_x \bar{c}_{I,j} + \mu_2 m_0 m_{I,j} \bar{d}_{I,j}^{n} + \mu_2 m_0 m_{I,j} (\bar{a}_{I,j} - 3\bar{c}_{I,j}) \bar{\beta}_{I,j}^{n}}{\mu_2 m_0 m_{I,j} \bar{b}_{I,j} - 4\mu_2 m_0 m_{I,j} \bar{c}_{I,j} + 2\Delta x L_x \bar{c}_{I,j} - \mu_2 m_0 m_{I,j} (\bar{a}_{I,j} - 3\bar{c}_{I,j}) \bar{\alpha}_{I,j}}$$

Using the above algorithm, we find the values of $\bar{\bar{\alpha}}_{i,1}$, $\bar{\bar{\beta}}_{i,1}^{n}$, $h_{i,J}^{n+1}$, $\tilde{\bar{\alpha}}_{i,1}$, $\tilde{\bar{\beta}}_{i,1}^{n}$, $H_{i,J}^{n+1}$, on the layers $n+1$.

$$\bar{\bar{\alpha}}_{i,1} = \frac{3\mu_1 m_0 h_0 m_{i,1} \bar{\bar{b}}_{i,1} - 4\mu_1 m_0 h_0 m_{i,1} \bar{\bar{c}}_{i,1} + 2\Delta y L_y h_0 \bar{\bar{c}}_{i,1}}{\mu_1 m_0 h_0 m_{i,1} (3\bar{\bar{a}}_{i,1} - \bar{\bar{c}}_{i,1})}, \quad \bar{\bar{\beta}}_{i,1}^{n} = -\frac{3\mu_1 m_0 h_0 m_{i,1} \bar{\bar{d}}_{i,1}^{n} + 2\Delta y L_y h_0 \bar{\bar{c}}_{i,1}}{\mu_1 m_0 h_0 m_{i,1} (3\bar{\bar{a}}_{i,1} - \bar{\bar{c}}_{i,1})}.$$

$$h_{i,J}^{n+1} = \frac{\bar{\bar{\beta}}_{i,J}^{n} \mu_1 m_0 h_0 m_{i,J} (\bar{\bar{a}}_{i,J} - 3\bar{\bar{c}}_{i,J}) + 2\Delta y L_y h_0 \bar{\bar{c}}_{i,J} + \bar{\bar{d}}_{i,J}^{n} \mu_1 m_0 h_0 m_{i,J}}{\bar{\bar{b}}_{i,J} \mu_1 m_0 h_0 m_{i,J} - 4\mu_1 m_0 h_0 m_{i,J} \bar{\bar{c}}_{i,J} + 2\Delta y L_y h_0 \bar{\bar{c}}_{i,J} - \bar{\bar{\alpha}}_{i,J} \mu_1 m_0 h_0 m_{i,J} (\bar{\bar{a}}_{i,J} - 3\bar{\bar{c}}_{i,J})}$$

$$\tilde{\bar{\alpha}}_{i,1} = \frac{3\mu_2 m_0 m_{i,1} \tilde{\bar{b}}_{i,1} - 4\mu_2 m_0 m_{i,1} \tilde{\bar{c}}_{i,1} - 2\Delta y L_y \tilde{\bar{c}}_{i,1}}{\mu_2 m_0 m_{i,1} (3\tilde{\bar{a}}_{i,1} - \tilde{\bar{c}}_{i,1})}, \quad \tilde{\bar{\beta}}_{i,1}^{n} = -\frac{2\Delta y L_y \tilde{\bar{c}}_{i,1} + 3\mu_2 m_0 m_{i,1} \tilde{\bar{d}}_{i,1}^{n}}{\mu_2 m_0 m_{i,1} (3\tilde{\bar{a}}_{i,1} - \tilde{\bar{c}}_{i,1})}.$$

$$H_{i,J}^{n+1} = \frac{2\Delta y L_y \tilde{\tilde{c}}_{i,J} + \mu_1 m_0 m_{i,J} \tilde{\tilde{d}}_{i,J}^n + \mu_1 m_0 m_{i,J} (\tilde{\tilde{a}}_{i,J} - 3\tilde{\tilde{c}}_{i,J}) \tilde{\tilde{\beta}}_{i,J}^n}{\mu_1 m_0 m_{i,J} \tilde{\tilde{b}}_{i,J} - 4\mu_1 m_0 m_{i,J} \tilde{\tilde{c}}_{i,J} + 2\Delta y L_y \tilde{\tilde{c}}_{i,J} - \mu_1 m_0 m_{i,J} (\tilde{\tilde{a}}_{i,J} - 3\tilde{\tilde{c}}_{i,J}) \tilde{\tilde{\alpha}}_{i,J}}$$

CONCLUSION

To study the process of changes in salt content and groundwater level over time, a mathematical model has been developed described by a system of nonlinear partial differential equations with corresponding initial and boundary conditions with account for external sources.

A conservative numerical algorithm has been developed for computer experiments. The developed mathematical tool can significantly reduce the bulk of field studies and minimize expensive and resource-intensive experimental work.

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TRANSPEDICULAR STABILIZATION OF THE SPONDYLOLESTHESIS OF THE LUMBOSACRAL SPINE

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ABSTRACT

This article presents the current state of the problem of surgical treatment of the lumbosacral spine using a transpedicular stabilizing system. Degenerative dystrophic diseases of the spine are a serious disease, manifested by neurogenic intermittent claudication, pain in the lower extremities and lower back. The same reason leads to poor results of surgical treatment, since many patients are operated on in a state of decompensation. At the moment, there is no unequivocal opinion about the indications for stabilizing operations. On the one hand, the implementation of only one decompression can trigger the development of further instability in one or several segments.

KEYWORDS: *Spondylolesthesis, Transpedicular Stabilization, Lumbosacral Spine.*

INTRODUCTION

Spondylolisthesis in recent years has become a socially significant problem due to progressive prevalence, reaching 75-80% in the population, significant economic losses due to temporary and permanent disability, as well as costs of compulsory medical insurance and high-tech medical care [1].

Back pain is the second most common reason for seeking medical attention after respiratory illness and the third cause of hospitalization for patients. In most cases, lumbodynia is observed, which occurs in almost every person throughout life [2].

Spondylolisthesis of the lumbar spine is one of the urgent problems in vertebrology, as evidenced by the increasing number of publications and the number of inventions on this subject over the past 10 years [3].

Degenerative dystrophic diseases of the spine are a serious disease, manifested by neurogenic intermittent claudication, pain in the lower extremities and lower back. The incidence of lumbar stenosis is about 1000 cases [4]. Pain and intermittent claudication are often accompanied by paresis or plegia of the lower extremities, as well as severe impaired sensitivity, which leads the patient to a disability [5].

Conservative treatment of spinal spondylolisthesis is widespread today and gives positive results only in the early stages of the disease. However, after several years of drug therapy, patients are often forced to seek help from an orthopedic surgeon or a neurosurgeon [6].

Assessment of neurological changes from the degree of narrowing of the spinal canal, as well as the radicular tunnel and intervertebral foramen at the level of the lumbar spine, plays a key role in the success of surgical intervention. The recent appearance of imaging examinations, such as computed tomography and magnetic resonance imaging, greatly expanded the possibilities of diagnosing the disease and led to an increase in the number of surgical interventions for lumbar stenosis [7]. However, to date there are significant difficulties in the diagnosis of the disease and the choice of the correct adequate indications for surgical intervention. In many cases, there are no clear criteria and parallels between the clinical symptoms of the disease and the pattern of pathological changes visible on CT and MRI [8]. Quite often, signs of degenerative-dystrophic diseases of the lumbar spine are detected by chance, when the clinical manifestations of the disease are practically absent. This is due to the duration of the process and the formation of compensatory mechanisms. The same reason leads to poor results of surgical treatment, since many patients are operated on in a state of decompensation. In such cases, even a slight deterioration in blood circulation in the area of compressed nerve trunks or the spinal cord during surgery can lead to irreversible changes with the corresponding neurological pattern [9]. The currently used methods of surgical treatment of degenerative-dystrophic diseases of the lumbar spine are aimed at decompression of the caudal nerve roots. To date, the issues of stabilization during decompression of the spinal canal have not been resolved. Many authors [9] suggest that all patients with lumbar stenosis will perform transpedicular fixation. Others [10] believe that the stabilization of the vertebral segment after surgical intervention leads to the appearance of bone growths and the emergence of restenosis. The role of ventral decompression in the surgical treatment of degenerative stenoses of the lumbar spine, the causes and methods of treatment of the “unsuccessfully operated spinal syndrome” [11] has not been fully studied.

The transpedicular stabilization of the lumbar spine is a fundamentally new approach to solving the problem of surgical treatment of spondylolisthesis. The purpose of dynamic fixation is the elimination of instability of the affected vertebral segment while maintaining the physiological level of mobility in it. From the standpoint of biomeh ¬ niki, transpedicular fixation of the vertebral segment compared with traditional methods of stabilization by spinal fusion - looks preferable because it allows you to evenly distribute the functional load on the spine, and therefore prevent overloading of the adjacent vertebral segments and their possible accelerated degeneration [12].

Goal of the work

Determination of indications for the installation of systems for posterior transpedicular fixation and evaluation of the results of the surgical treatment of lumbar spinal spondylolisthesis.

Research methodology

The study group included 102 patients operated in the period from 2012 to 2016. in the department of neurosurgery. Among them, 58 men and 44 women, aged 16 to 58 years, with an average age of 35 years. The main indications for this type of operation were: radiographically confirmed stenosis from moderate to severe, correlated with neurological symptoms, pain syndrome, intervertebral instability associated with recurrent hernias; massive primary disc herniation with sekvestratsii: median and paramedian in the presence of intense, resistant to conservative therapy syndromes of horsetail root compression; stabilization of levels above or below the segment of rigid spinal fusion to minimize the possible degeneration of adjacent segments.

Diagnostic criteria:

1. Data of magnetic resonance tomography (MRI) of the lumbar spine: MRI allows you to assess the degree of degenerative changes in the vertebral segment, the state of the intervertebral disc, determine the topography of the hernia protrusion in the axial and sagittal planes, clarify the relationship between the hernia and spinal roots. The severity of degenerative changes in the intervertebral disc is estimated on the basis of MRI data according to the Pfirrmann classification. This classification identifies five degrees of degeneration of intervertebral discs, where the first degree corresponds to the norm, while the fifth degree indicates the most severe degenerative lesion of the disc [13].

2. Data of survey and functional spondylograms: the lateral radiographs taken in the neutral position assess the following radiographic parameters: the height of the disks in the anterior and posterior regions, the average height of the disk, the angle of the lumbar lordosis. The height of the intervertebral disks is calculated as the ratio of the size of the intervertebral gap to the height of the body of the overlying vertebra [14]. Since normally the height of the lumbar discs is at least 1/3 of the height of the body of the overlying vertebra, three degrees of disc height reduction are distinguished: from 33 to 25% of the height of the vertebral body - first degree, from 25 inclusive to 20% - second degree, less than or equal to 20% - the third degree [15].

Functional spondylography in the position of maximum possible flexion and extension made it possible to evaluate the mobility of the vertebral segments and to reveal the signs of segmental hypermobility. Segmental mobility was estimated based on the amplitude of linear motions (the amplitude of the sagittal translation) and the amplitude of the segmental angle, which were calculated by the method of White and Panjabi. The amplitude of linear motions was calculated as the difference in displacement between the inflection and extension, and the amplitude of the segmental angle was measured as the difference in the segmental angles between the extension and flexion positions. The amplitude of linear movements of more than 3 mm and the amplitude of a segmental angle of more than 10 ° were regarded as signs of excessive segmental mobility. The total range of movements in the lumbar spine was calculated from functional radiographs as the difference between the angles of the lumbar lordosis in the extension and flexion positions.

Clinical data: the degree of impairment of the functional activity of patients is assessed using the Oswestry questionnaire on a scale from 0 to 100% (ODI), as well as the severity of pain syndrome according to YOUR. The timing of the disease, the effectiveness of previously conducted conservative therapy are assessed.

Transpedicular stabilization was performed in 102 patients, including at the L4-L5 level in 73 patients (71%), at the L3-L4 level in 11 patients (11%), L2-L3 - 2 (2%), L5-S1 - 10 cases (9.5%), two patients underwent fixation at the level of L1-L2 (2%). In four cases, the operation was performed on two adjacent segments L3-L4-L5 (4.5%).

In these groups of patients, dynamic stabilization of one or two segments, as an independent and main type of operation, was performed in 94 cases. In two patients, the installation of the lamellae accompanied the transpedicular fixation with instability of several vertebral motor segments of the lumbar spine. We used this system to “unload” the overlying segment, with the aim of slowing the progression of degenerative changes and instability in it. The group of observations from 6 people consisted of patients operated on two levels: using B-Twin interbody chords and dynamic stabilization of the adjacent segment. In one case, we applied the original solution: a combination of “hard” fixation of the L4-L5 segment with paired cages and transpedicular stabilization in the midline disc hernia with instability and installation of the system with a pedicle stabilization of the instability of the L3-L4 disc. In 68 patients, stabilization was carried out on the occasion of primary spondylolestosis, accompanied by radiographic signs of segment instability, in cases of massive midline hernias; with relapses of previously operated disc hernias - 10 patients. In nine cases, stabilization supplemented decompressive interventions in case of stenosis of the spinal canal in one and more segments.

Results of the study and their discussion

In the postoperative period during the first week, the majority of patients (94 out of 102) noted a complete or significant regression of the pain syndrome. This is due, primarily, to the elimination of compressing factors during the operation (spondylolsthesis, degenerative stenosis of the spinal canal). In 13 patients in the early postoperative period, the lumbalgic or lumbar ischialgic syndrome of varying severity remained, correlating with the level of surgical intervention and preoperative pain syndrome. This group of patients required the appointment of an additional course of nonsteroidal anti-inflammatory drugs, physiotherapy treatment. Taking into account the dynamics of regression of pain syndrome, postoperative bed - day ranged from 8 to 14 days (average - 11).

In 78 patients, the persistent positive effect achieved was maintained during the entire observation period. Ten patients needed repeated courses of conservative rehabilitation treatment up to one year after surgery. As regards the regress of neurological deficit, this process has been taking place for a longer time, being directly dependent on the severity before the operation, and on the timing of the disease. Residual neurological disorders were noted in 22.5% of cases (23 patients).

Evaluation of impaired functional activity of patients was carried out using the Osvester questionnaire on a scale from 0 to 100% (ODI). Prior to surgery, indexes ranged from 50% to 85%, averaging 67%. The dynamics of the index value changed depending on the timing of the postoperative period: 24–25% in the first month with regress to 19–20% by six months, and amounting to 18% in terms of up to one year after surgery.

CONCLUSION

At the moment, there is no unequivocal opinion about the indications for stabilizing operations. On the one hand, the implementation of only one decompression can trigger the development of further instability in one or several segments. On the other hand, the rigid fixation of the spineboat causes a redistribution of the load on the higher and lower segments and, as a rule, the further development of the degenerative process in the previously intact intervertebral discs. At the same time, transpedicular stabilization cannot completely replace other types of stabilization, it allows to fill an empty niche between various types of stabilizing operations, using advantages, and having its indications, the transpedicular stabilization is more physiological, since it preserves the level of mobility of the vertebral segments simultaneously reducing the load on the intervertebral joints and the posterior divisions of the intervertebral discs, due to which it has broad indications for application. Low invasiveness, ease of implementation and good clinical results have shown that this technique can be widely used both to eliminate and prevent segmental instability.

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PHRASEOLOGISM AND ITS INTERPRETATION

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ABSTRACT

The article focuses on phraseological phrases and their semantic-grammatical structure. The phraseological meaning will consist of additional attentions. Symbol, phraseologies expression about action vs. informational is called phraseological meaning. The fact that parts of the are without integral, F. in the sentence comes in one syntactic function. Such a combination or phraseological meaning, which is comprehended from the sentence in integrity, leads to the fact that it is not considered a syntactic unit, but a se-logical unit. For example: the phrase-disappointed‖ is equal to the sentence in terms of internal syntactic construction, and the variant of the same expression to offend the disappointment is equal to the combination.

KEYWORDS: *Phraseological Unit, Phraseologisms, Certain Lexical Grammatical Composition*

INTRODUCTION

Phraseologism, phraseological unit, phraseology — the general name of stable (stable) gardens, consisting of two or more words, spiritually equivalent to a related word combination or sentence, applied in a sense of integrity in a portable and indivisible, unlike syntactic structures, in which the form is similar to their own, uses speech as a free choice of speech, not by substitution, but as a material with a meaning and a certain lexical grammatical composition, ready from the beginning, that is, F. from the composition it is impossible to take out, drop a piece:, beat the barley raw, count the chuchvara raw, roll out without skin, fly the butterfly, fall into the place of skates, the sheep is open, the ear is heavy and the other has historical norms of application, methods, their meanings are clarified in a certain speech process. Following types of larvae are distinguished: phraseological chat — the meaning of the phraseology will not depend on the meaning of the words in its composition, the portable meaning, which is understood from the phraseology, is not explained by the meaning of the words in the composition of the verb O: to wear the tins in reverse, to take the leg in the; phraseological integrity (Union) — the meaning of the phraseology is interpreted on the basis of the meanings of the words contained in it, on the basis of these meanings, a generalizing portable meaning is expressed (there are also variants of such associations, which most often use in their own sense find): when fat falls, lick, roll the sleeve, roll the drum before the wedding, as if,the flower of Aries, appetite, ASI opened and other

According to the syntactic structure is divided into 2: equal to the combination and equal to the sentence (his face became light, his head reached the sky, vinegar does not wait for water). The fact that parts of the are without integral, F. in the sentence comes in one syntactic function.

Maye:" the girl liked the life of the Uzbek village, the white people "and" Nasimjon in the words" white heart "- the defining, came to the task of the phraseology is a ready-made lexical unit — it also has a word — specific form and meaning relationship, due to which the word is equal, that is, in the language there is phraseological homonymy (for example, hand — Lift — 1) percussion, percussion, 2) proposition), phraseological synonymy (to endure-patience-to fill) and phraseological antonym (Toad-Toad-Toad-Earth).

F formed over the centuries. Larvae are widely used in oral speech, in artistic literature, as well as in publicists as a sharp, expressive visual medium. The writers F in their works. Lars are available in combination with productive use F.they partially change the work according to the spirit of the work, thereby creating new expressions. Abdulla Kahhor, Oybek, GafurGhulom, Said Ahmed and other F.lar can be an example of this.

F with different characteristics a set of larvae forms a phraseological layer of the language. The phraseological layer of the language is constantly New F.it is enriched with products and reflects the cultural experience of the people, as well as the historical development laws of a particular language. F.phraseology is engaged in the study and classification of derivatives falls in session.

As can be seen from the examples, the construction of the internal syntax both equal expressions, and sentence-equivalent phrases will be both a heap and a spread, whatever pieces are involved in the usual syntactic connections, in the composition of the phrases, the same pieces can participate. Paradigmatic forms of expressions (species, inflorescences, etc.) are determined primarily by what category they belong to. The main part of the phrase is formed by phraseological units of the verb. If the internal syntactic construction of the verb is equal to the combination, then such a verb sounds: ―the head is bent, ―the head is like the head. If the internal syntactic construction of the phrase is equal to the sentence, then such a verb cannot be unstressed, always stands in the form of 3-person. These two types of verb phrases differ in their conjugation, but the change in the forms of such categories as declination, the present tense occurs in both cases: the head is tilted, the eye touches, the head is tilted, and the eye is touched. Many such phrases also come in divisional and in non-aspect: like a head-holder and a head-holder. In the lexical composition of phraseological units, in addition to the word component another category of verbs is also involved. Such a word component is often denoted by a noun, in its composition the verb in the instrumental possessive is attributed to one of three persons: I am satisfied, I am satisfied, I like to be disappointed. In sentences with equal signs, the meaning of a person-number is expressed not by a hyphen, but by possessive consonants. In phrases with a compound equivalent construction Fe, both the person-number and the possessive suffix express the meaning. In this there are two cases:

Phraseologisms, like words, express a holistic meaning, but differ from lexical meaning in terms of phraseological meaning. The phraseological meaning will consist of additional attentions. Symbol, phraseologies expression about action vs. informational is called phraseological meaning. For example: now, if we secured the fourth Rota even with a ration, then would be cherry. While I was hearing that nothing was visible to my eyes, I said that I could fly. Phraseologisms in the first example denote the sign, and in the second example denote the action. Therefore, even in cases where phraseologisms are synonymous with words, the phraseological meaning will not be equal to each other. The size of the phraseological meaning becomes wider, more complex in relation to the size of the lexical meaning. In the sense of many-neither phraseologisms is a complexonent without the meaning of the word. For example:

a hard nut to crack – a very difficult problem. (In the beginning, the colic Lightning-to torment to an extreme degree). Apparently, in the meaning of these phraseologisms there is a holistic meaning, words in the composition of phraseologisms cannot have any meaningful independence. Therefore, even if the components of some phraseologisms change, the phraseological meaning is preserved: for example: to stand to one's guns-to stick one's guns; one money-two money-three money. The presented evidence suggests that phraseologisms, although they represent such a holistic meaning as words, but the nature of the lexical meaning with the phraseological meaning is not the same. Although phraseologisms arise and live in the language, even because they have different character traits than words in semantic terms. These interrelated words will be equal in essence to the combination or sentence. Such a combination or phraseological meaning, which is comprehended from the sentence in integrity, leads to the fact that it is not considered a syntactic unit, but a se-logical unit. Therefore, when talking about equality to a combination or a sentence, the internal syntactic construction of the phrase is envisaged; the syntactic analysis of the composition of the phrase will be an analysis of the composition of the unit of language, and not the composition of the unit of speech. In general, the syntactic link between the words involved in the composition of the phrase retains its strength, only it is internal.

For example: the phrase-disappointed‖ is equal to the sentence in terms of internal syntactic construction, and the variant of the same expression to offend the disappointment is equal to the combination. And such a syntactic restructuring occurs in connection with the fact that the verb is a derivative of the expression; when the transitive verb has entered into a relationship with the noun in the prime agreement, then, having taken the transitive pronoun, the transitive noun shares the prime agreement of the noun component with the accusative pronoun. It turns out that the grammatical change in one component requires a similar alternative change to the second component, as a result of which the sentence-like state passes into a compound-like state. Such two forms of syntactic construction can be in the form of phraseological units as follows:“ blind to the eye, deaf to the ear” - “blind to the eye, deaf to the ear”; “open the eye like a cornice-the eye opened like a cornice”. Orthogonal legalization does not always change the syntactic construction. For example: ―to come to the eye,-in the phrase to bring to the eye, the declension of proportions does not change the syntactic dry-case to the compound, the second option because of this declension discovers transitivity. Such grammatical changes occur only in the plan of expression of the phrase and do not affect its plan of content. From equality to combination in the sentence to equality and, conversely, the turnover is the expression characteristic of a particular, which always manifests itself in the form of a syntactic construction. For example: such phrases as: in the form of an equal construction: ―the eye has reached, ―the eye has flinched, ―the Eye Blind – the ear is used in the form of construction, which is equal to the word at times: in the form of an equal construction.

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USAGE PATTERNS OF KOHA SUITE IN LIBRARY SCIENCE

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ABSTRACT

Libraries confront bigger difficulties than ever before as we go from the information age to the knowledge society. The concept of a library has evolved from a collection of books to a single-window knowledge repository. Koha, an open source library management software, is the subject of this article, which provides an overview of the program's features and description. The cost of library management software may be reduced by using open source software. Koha, an open source library management software, has a number of valuable features that may be used to build digital libraries and institutional repositories. An efficient computerised library is one that provides rapid access to resources. Mechanization of library operations primarily via computerization is what is meant by the term "library automation". Open source software Koha may be used to automate the circulation department of a library and give numerous search options for the library's collection, as well as to create a list of books that are overdue and a bill for those books. Koha is an all-in-one software solution that can handle libraries of various sizes. This programme is open source, so any library that wants to automate its housekeeping tasks may use it.

KEYWORDS: *Library Digitization, Library Management Tools, Koha Suite*

INTRODUCTION

Library services that use information technology and electronic resources, such as digital databases, have become more common in recent years. Libraries need high-quality integrated software and cutting-edge retrieval tools to handle a wide range of materials and information. In an automated library, computers are utilised for the majority of tasks, such as acquisition, cataloguing, circulation control, and periodical administration, in order to manage, regulate, and automate the library collection, activities, and services. Automated library systems not only perform housekeeping tasks, but they also present users with the most up-to-date and relevant information. Open-source integrated library software (ILS) Koha is the first of its kind, utilised by all types of libraries, from public to school and special libraries, globally. An international network of libraries and users is helping to direct the project's development as it strives to realise its technical goals together [1].

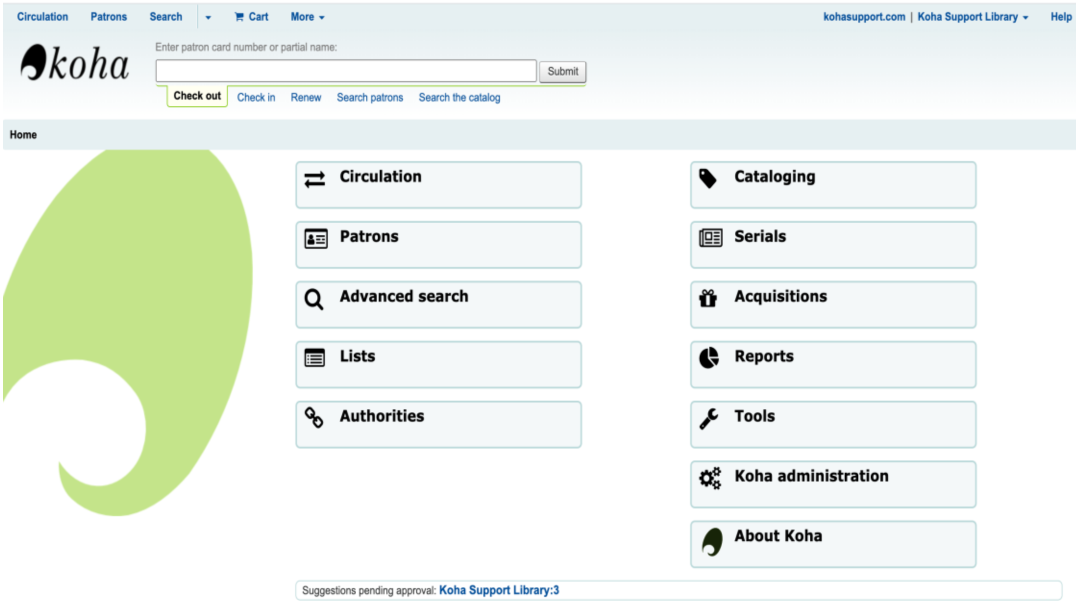

Figure 1: Koha Portal and Dashboard

Koha is an all-in-one library management system (ILS). The licence is free, and you may do anything you want with the product to make it meet your specific requirements. The Horowhenua Library Trust and Katipo Communications collaborated on the project in 1999, and the first live installation took place in January of the following year. The commercial sponsorship for Koha began in the year 2000. Many additional features were added to Koha by Paul Poulain (of Marseille, France) beginning in 2001, most notably multilingual support. Many new capabilities for Koha were introduced in 2005 by Metavore Inc. (trading as LibLime), including support for Zebra funded by Crawford County Federated Library System in Ohio [2].

Koha has been customised based on a previous study by the Spanish Ministry of Culture and is still in use in 2011. Over 15,000,000 items and 1,800,000 active users have been added to Turkey's Ministry of Culture's (Turkey) Koha - Devinim edition in 1,136 public libraries. For the time being, this is the largest Koha installation. Dedicated software vendors and library IT personnel from all around the world work together to keep it updated. Customers become "joint owners" of a product when they use it. Customers may choose whether or not to use newer versions, and they can become involved in future improvements by funding or performing them themselves [3].

Figure 2: Koha Features and Reports

Patterns and Use Cases of Koha

The Koha is one of the greatest web-enabled open source library automation tools. The Koha Serial module may be used to analyse journal articles since it was developed using open source software and is simple to set up and put to use. Koha is an all-in-one software solution that can handle libraries of various sizes [4]. This library automation software may be used as a template for others. This programme is open source, so any library that wants to automate its housekeeping tasks may use it. It's safe to say that Koha is a helpful tool for database construction and retrieval from this vantage point. In contrast, the ever-increasing demands of librarians have put automation software suppliers to the test. Some of the basic functional modules of open source ILs software include an online catalogue, circulation management, and cataloguing with a variety of limiting parameters formats, although most ILs software provides just a single functional module for all types of libraries [5].

FOSS advocacy may be a challenge. It takes a lot of time and effort to gather the correct sorts of information, examples of where it has been effective, and the advantages it may bring to your library, and then to be presented in a manner that informs decision-makers without boring them. Senior managers may be difficult to persuade of the usefulness of FOSS and the advantages of switching. The argument for Koha advocacy is stronger than it may be for less well-known software since it is one of the most successful FOSS applications now. The open-source ILS Koha is widely used by EIFL libraries.

EIFL-FOSS conducted a Themed Week workshop on Koha and library FOSS activism to begin addressing some of these challenges. In this session, three individuals shared their experiences using Koha to assist you advocate for free and open source software (FOSS). You may get their presentations by visiting this website and downloading them.

An Integrated Library System, Koha has several characteristics, such as a wide variety of options. User-friendly interface allowing library users to conduct operations such as browsing the catalogue, reserving materials, and recommending new materials [6].

Full catalogue module that allows library workers to record information about every item in the collection. In addition to being MARC-compliant and z39.50-compliant, this means that data input and interchange will be more easier and faster. Borrowing and item management can be entirely automated, and the OPAC can be integrated so that users can see what they have on hold, for example. It is a budget management tool that helps with both purchases and basic budget management for librarians Serials management and reporting modules do exactly what their names imply. Originally developed for Linux, Koha may be made to run on Windows by installing a set of add-on modules. It may be used in English. In addition to Spanish, Arabic and French, the community members are developing and translating more languages. The GNU General Public License governs its use and distribution (GPL)

The rationale for FOSS advocacy around Koha is greater than it may be for less well-known software since it is a well-established FOSS ILS and possibly one of the most successful library FOSS tools now.

Key Advantages of Koha

- Library employees and patrons have easy access to information thanks to efficient searching and issuance of items.
- Notifications to consumers and employees concerning things that are either late or new are sent automatically.
- MARC and z39.50 interoperability has resulted in shorter processing times for library materials.
- Senior staff's line management duties are reduced as a result of online supervision.
- Automated data collecting makes library administration more efficient.
- Budgets may be better handled with the acquisition module.
- In Koha, library customers and staff may work together more effectively to meet each user's objectives since each have access to different areas of the system.

TABLE 1 : KEY FUNCTIONS AND FEATURES

Circulation & Patron	Acquisition
• Supports unlimited patron categories	• Budget with multiple funds
• Bulk upload or modification of records and images	• Real time update of budget / fund
• Manage check-in, checkout, renew, reservation, ILL services	• Alert on budget limit expenditure
• Blocking of users	• Order suggested title and give live updates to users

• Offline circulation module	• Claim and track order status
	• Manage exchange rates, currencies
Cataloging	**Serials Management**
• Cataloging as per AACR2 standard	• Subscription details with prediction
• Create spine and barcode labels	• Receive single or multiple copies
• Batch modification and deletion	• Define frequency patterns
• Copy catalogue for any type of item	• Alerts for missing issues
• Customized cataloguing (data entry) templates	• Single window display of complete serial history

New Zealand's Horowhenua Library Trust began using History Koha in January 2000, when Katipo Communications developed it for the library. Since 2000, more than 50 firms have been offering commercial support for Koha [7].

Many additional features were added to Koha by Paul Poulain (of Marseille, France) beginning in 2001, most notably multilingual support. By 2010, Koha has been translated into French, Chinese, Arabic, and a number of other languages from its original English. There were more features introduced in 2002, including support for the cataloguing and search standards MARC (MARC) and Z39.50 (Z39).50). In 2007, Poulain was a co-founder of BibLibre, an open-source bibliographic database [8].

Many new capabilities for Koha were introduced in 2005 by Metavore Inc. (trading as LibLime), including support for Zebra funded by Crawford County Federated Library System in Ohio. Increased search performance and scaleability due to Zebra support allowed us to handle hundreds of millions of bibliographic entries.

TABLE 2: STANDARDS AND ASSOCIATED DIMENSIONS OF KOHA

Standards Compliant	**Administration**
MARC21	Define role based access
ISO2709	Define categories of items and users
Z39.50	Define circulation and fine matrix
OAI - PMH	Define SMS and email alert system
UNICODE	Support multiple library configuration in a single installation
ISBD	
SIP2/NCIP	
LDAP & Shibboleth	
OPAC	**Report**
Access OPAC on any device	100+ predefined reports
Basic to advance search with filter	Customized reports for NAAC and AICTE
See book covers, ToC and Reviews	CSV format for further analysis
Suggest resources; comments, tagging and star rating	Grouping of reports
Create recommended, online reservations and account status	Filter reports based on item, patron categories or branch

In 2007, a consortium of Vermont libraries started experimenting with the usage of Koha [9]. For the time being, each library will have its own implementation. One database for all libraries was then created by the Vermont Organization of Koha Automated Libraries (VOKAL). In 2011, this database was made public. Fifty-seven libraries have made the switch to Koha and are now using ByWater Solutions' shared production environment. The Catamount Library Network, a group of libraries in Vermont, has also embraced Koha (also hosted by ByWater Solutions). Previously, automated libraries in Vermont utilised software from Follett or other commercial software companies, such as the Library of Congress [10].

After a lengthy feasibility assessment, the King's Fund moved to Koha with the help of PTFS Europe in 2010.According to an earlier source, the Ministry of Culture in Spain maintains KOBLI, a customised version of Koha [11].

With more than 17 million items and more than 2 million active users, Turkey's Ministry of Culture began using Koha–Devinim in 1,136 public libraries in 2014.The open-source nature of Koha makes it an attractive choice for specialised libraries like music repositories. The most extensively deployed open source integrated library system (ILS) in the world, according to a 2017 article in Library Technology Reports, is Koha.

A disagreement emerged in the Koha community in 2009 between LibLime and other members. There was a disagreement about the content of the sites and the lack of software patch contributions from LibLime to the community. LibLime has been accused of forking the programme and the community by a number of members. New websites, repositories of code, and a community have been developed [12]. It continues when LibLime was bought by PTFS in March 2010.

The Intellectual Property Office of New Zealand awarded LibLime a provisional trademark on the term Koha in New Zealand in November 2011. Catalyst IT Ltd (NZ) successfully appealed against the provisional trademark award, with a ruling issued in December 2013 with LibLime being ordered to pay the costs.

CONCLUSION

The world's first open source library automation system, Koha, is a Mori term that means "gift." The Horowhenua Library Trust created the Koha Integrated Library System (ILS) in 1999 and published it under the terms of the GNU General Public License (GPL). In libraries throughout the globe, Koha Library has shown to be a really enterprise-class ILS with a broad variety of features and capabilities. In a Koha library, there are modules for everything from acquisitions to cataloguing to circulation and patron management to serials management, the Web-OPAC to reporting to management.

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ISSUES OF FORMATION, EDUCATION AND DEVELOPMENT OF RESEARCH CAPACITY IN STUDENTS

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ABSTRACT

The modern education system requires the further improvement of the mechanisms for educating future specialists in research skills based on creative approaches and the innovative system of their implementation. From this point of view, education of the research ability of specialists based on a creative approach in the field of education is of particular importance in creating innovations, creating intellectual resources of socio-economic development and expanding competitive training opportunities by educating cognitive and divergent thinking skills based on modern pedagogical processes that create new knowledge.

KEYWORDS: *Creative Approach, Research Ability, Education Of Research Ability In A Student, Research Activities Of Future Teachers, Development Of Research Skills Of Students Based On A Creative Approach, Development Of Creativity And Research Skills Of Students By Means Of Interactive Educational Methods And Technologies.*

INTRODUCTION

In the conditions of wide implementation of the information environment in our republic, based on a creative approach, opportunities were created to develop a stable interest of future teachers in research activities based on advanced foreign experiences, and creativity and innovative thinking were recognized as an important indicator. The material and technical base, the base of regulatory and legal documents, which ensures the training of research ability in future teachers based on a creative approach and the formation of research qualities, has been completely updated. In the Strategy of Actions for the further development of the Republic of Uzbekistan, "stimulation of research and innovation activities, creation of effective mechanisms for the implementation of scientific and innovation achievements, organization of specialized scientific and experimental laboratories, high technology centers and technological parks at higher educational institutions and research institutes" were defined as priority tasks. Tasks in this regard serve to scientificize the content of educational processes, to form cognitive and divergent thinking of students, and to develop creative research activities.

The following scientific results were obtained in the scientific research conducted in the world on education of research ability and development of creativity among future teachers in the higher education system: the model of education of the student's research ability was improved on the basis of factors of increasing the competence of self-development (Massachusetts Institute of Technology, USA); the process of training the future teacher's research ability is improved on the basis of pedagogical design methods affecting intellectual development (Eastern European Scientific Journal, Germany); psychological tests for determining the level of formation of research ability were developed (Russia), the technology of forming the creativity of future teachers in the continuing education system was improved based on the clarification of the creators of creative potential (Kazakhstan).

In the higher education system of the world, research is being carried out on the development of research skills of future teachers, including in the following priority areas: mastering of technologies of organizing students' research activities by future teachers in the higher education system; increasing the role of innovative educational technologies in training students' research ability; integration of pedagogical opportunities of classroom and non-auditory activities in the process of preparing students for research activities.

Tasks of the research: clarification of the content of the concepts of "creativity" and "research", pedagogical-psychological features and factors of the development of creative abilities of a person;

improvement of the criteria and mechanisms for determining the development of research skills in students based on a creative approach;

improving the integrated methodical system of developing students' creativity and research abilities by means of interactive teaching methods and technologies;

improvement of mechanisms for diagnosing and monitoring the level of training of research ability in future teachers based on a creative approach;

development of scientifically based proposals and recommendations on the development of creativity and research abilities of students by means of interactive educational methods and technologies.

The main part. In the process of scientific research, emotional perception, abstract thinking, practical testing find their expression. The research process has a holistic system and is mainly formed and implemented in the process of continuous education. Higher education is one of the main links in carrying out scientific and research work, practical researchers will have specific directions of research activity in HEIs.

The development of a student's personality has its own characteristics. This is characterized, first of all, by their increased desire for self-improvement and increased interest in learning. One of the most important features of the student period is the development of the desire to think independently. Awareness of existence arises through thought forms. Every student should take into account the essence, diversity, multifaceted features of thinking in their practical activities and consciously follow them. Realizing the reality is teaching the relevance of education to life. In order for the student's thinking to be broad and comprehensive, the teacher must make students understand the aspect of education related to life. Only if the learner understands this, he can devote his energy to studying knowledge with interest. Pedagogical and methodological literature shows that the comprehensive study of pedagogical problems provides opportunities for comprehensive development of the student's personality, increasing the effectiveness of educational work, optimizing the pedagogical process, organizing and managing education on a scientific basis. The fact that the organization of research work of future teachers depends on the level of their thinking has been scientifically and theoretically substantiated by psychologists. In particular, in the researches of the psychologist A. V. Brushlinsky, it was specially emphasized that thinking is the characteristics of searching for and discovering important news, anticipating hypotheses and theories.

Psychologist S. L. Rubinstein developed the idea of thinking and called it the emergence of subject activity. E. Goziev defined that "Thinking is a mental process that reflects the reality in the environment directly and in a general way with the help of speech, mental activity aimed at understanding social causal connections, discovering new things and forecasting." , if it is not given shape and direction, it will remain as a possibility or a stereotyped system of thoughts even when the child grows up. "Such lazy and lazy thinking cannot be active, active, therefore, inquisitive and creative."

The need to always consider that the meaning of directing future teachers to scientific and research works is to acquire certain emotional and spiritual needs along with the development of the state and society. issues of psychological cooperation are covered. The dissertation describes the following criteria that determine the level of education of future teachers' research skills:

- to educate the research ability of future teachers, to understand the content of national and universal human values, to reflect the content of national and universal human values in research activities, to realize that a person is the greatest value in research activities, to be creative, to have analytical thinking in research activities, to have synthetic thinking, to have scientific - drawing final conclusions based on the results of research work, effective implementation of research results in practice.

Based on the above analysis, the research activity in the dissertation always requires a creative approach, and based on the above analysis, training the research ability of future teachers based on a creative approach is one of the types of educational activities, which allows students to continuously discover new things for themselves. It is led by the idea of developing students' creativity and innovation ability. The ability to research is seen in the student's new scientific ideas and independent decision-making. The content of training the research ability of future teachers based on a creative approach is focused on self-realization of students, identification and manifestation of their inner potential, students work hard on research like a creator, and this work attracts with its novelty, creative application, and unusualness. .

Based on the study of educational practice, special attention was paid to the professional training of the student from the moment he was admitted to the studentship, along with the in-depth study of the scientific-theoretical foundations of each subject. In any research work, the researched scientific phenomenon has been clearly described. The results of scientific research were presented coherently through logical reasoning and observation.

On this basis, the development of a program for the development of pedagogical research, teaching-methodical manuals, and the implementation of fundamental research work by conducting experimental work lead to the improvement of scientific activity.

Based on the above conclusions, a special course program aimed at acquiring knowledge, skills and qualifications of future teachers related to research work was developed and implemented in the educational process. Based on the special course, students' scientific worldview and scientific creative activity were formed.

The 21st century is the century of intellectual development, the advanced creative people living in it achieve their improvement as a result of their intellectual and creative activities. Today, every citizen of the society lives under the influence of scientific and technical achievements. This is also important because techniques and technologies are improving and developing day by day, and as a result, the need to train mature specialists is also increasing.

Based on the approach, it consists of a set of organizational, economic, socio-pedagogical rules for training research skills. As a result of the provision of special forms, methods and tools of research activity, it serves the formation of research skills in students. Mental activity is directly related to scientific and creative activity, it is the activity of creating new material and spiritual benefits of a person. On the other hand, research and creative thinking require a modern specialist to be able to choose the optimal solution of prospective tasks by using the achievements of science, and to carry out experimental work in his practical work.

Therefore, in the development of society, the development of science and the desire to improve it, researches were considered one of the high indicators of the scientific and creative development and culture of every society.

A number of leading higher education institutions in our republic have perfectly formed scientific schools, where many scientific personnel are being trained. However, considering that such scientific schools do not exist in all higher education institutions and that some capable and talented students receive education in these higher education institutions, it is seen that there is a need to form a system of scientific personnel training that is unique to all higher education institutions.

In the step-by-step system of directing students to scientific-research in higher education institutions, proposals were made to organize the process of preparing them for scientific-research work and cultivating them as personnel with scientific potential in the following four stages.

There are a number of professional qualities that students and young people need to acquire, and if they are not reflected in the teaching activity of young people in the future, the lessons will remain ineffective in some aspects. Because every quality of the teacher's profession should ensure the achievement of effective results and influence the development of the student at one or another level. That is why the professional and pedagogical requirements for the teacher are expressed in such important professional qualities as "scientific creativity", "organization", "research", "connection between theory and practice". The higher education system requires the student to ensure the formation of all necessary professional qualities, such as organization, practicality, research, creativity. Orientation of students to scientific research in the field of pedagogy and psychology helps the student to master the laws of scientific research in depth. These disciplines expand the possibility of training students' research activities based on creative approaches.

The results of the process of quantitative comparison of scientific research results, the level of orientation of future teachers to scientific research work in experimental and control groups was determined on the basis of specially prepared test questionnaires on the solution of the problem of research work.

The comparative analysis of the results of experimental work carried out in a number of higher education institutions on the orientation of future teachers to research work is reflected in the diagram below.

Through this questionnaire, in chapter 1 of our dissertation, the current state of orientation of future teachers to research work was determined.

A comparative analysis of the results of experimental work conducted in a number of higher education institutions on training the research ability of future teachers based on a creative approach was made. Mathematical-statistical analysis method was used in the analysis of the results of the pedagogical experiment based on the results of the experimental work conducted with the students regarding the orientation of the students to research activities.

From the obtained results, it can be seen that the criterion for evaluating teaching effectiveness is greater than one and the criterion for evaluating the level of knowledge is greater than zero. It is known that the mastery in the experimental group is higher than the mastery in the control group. From this, it is possible to draw a conclusion about the effectiveness of the experiment-testing activities conducted in connection with the orientation of students-young people to scientific and research activities.

- As an important factor in educating the research ability of future teachers based on a creative approach, scientific analysis of the values in society and social activity based on achieving social and personal advantage, being able to independently determine one's goals and determine the ways to achieve them serve as a source of confidence in one's place in society.

- It is necessary to take into account the integrity and unity of historical-philosophical, national, pedagogic-psychological factors, based on specific methodological approaches and theories, in training the research ability of future teachers based on a creative approach.

- The results of the research are a holistic approach to the education of research ability among students of the pedagogical higher education institution; to consider the learner as a person who needs pedagogical support and requires an individual approach; a differentiated approach in choosing the content, forms and methods of scientific and creative work; harmony with nature; harmony with culture; shows that it is necessary to be based on principles such as a humanistic approach to the organization of relations in the educational process, a value-meaningful approach.

- The diagnostic system of training the research ability of future teachers based on a creative approach was improved based on the development of a set of pedagogical and psychological diagnostic methods by identifying informational-cognitive, personal value-oriented, emotional-expressive and active-creative criteria and appropriate indicators, and within the framework of the research, students' scientific-creative taking into account the levels of their activity, the model of elements that allows them to develop their research skills; the system of socio-pedagogical tasks for solving critical situations was defined.

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THE ROLE OF GEOGRAPHICAL OBJECTS OF UZBEKISTAN IN THE IMPROVEMENT OF THE MODERN EDUCATIONAL PROCESS OF MULTILINGUAL DICTIONARY

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ABSTRACT

The article examines the teaching and importance of the names of geographical objects located on the territory of Uzbekistan in the modern educational process. The study of these terms in the field and their application in different ways and means will be discussed in detail. The fact that the names of geographical objects in the field are the basis for deciding whether to allow the use of official names in cartography and documentation implies the need for an objective approach to these names. The target article also analyzes the formation of the names of geographical objects, as well as their archiving; registration of toponyms is becoming an important source of national culture.

KEYWORDS: *Geographical Objects, Modern Education, Improvement, Cartography, Formation Of Names, Historical Places.*

INTRODUCTION

It is known that geography is one of the oldest sciences. Geography is the only academic discipline that aims to provide complete information to form a complete idea of the earth - the science of the planet humanity lives on. Currently, geography is a set of disciplines in a number of geographical systems. Each of its components has its own characteristics and is explained by special patterns, concepts, conditions. One of these disciplines is, of course, Toponymy. Toponymy as a science began to develop rapidly in the XIX - early XX centuries, but its roots go back to ancient times. It began to take shape in ancient times in connection with the expansion of areas inhabited by people, the expansion of areas of hunting and agricultural development.

The names of geographical objects have remained in our minds as everyday attractions, as integral parts of local or national history, as well as places that have something special to tell about interesting things. For a cartographer or geographic information systems specialist, place names are an important element in georeferencing. Basically for people, geographical names can be a clear means of communication or a source of uncertainty and misunderstanding. In order to avoid uncertainties, it is necessary to standardize geographical names and their use. For this reason, a systematic presentation of the terminology used in the standardization of geographical names is an important basis for mutual understanding.

A group of scientists at the Uzbek State University of World Languages in the framework of the practical project "Creation of a multilingual electronic dictionary for geographical objects of Uzbekistan" number AL-412104512 for 2021-2022 within the state scientific and technical programs scientific research is being carried out by. The project will collect information on the names of shrines, reserves, ancient caves, waterfalls, archeological monuments that meet the requirements of ecotourism, identify and systematize them by region, and develop a system of tourist routes based on geographical names. Multilingual electronic dictionary for geographical objects of Uzbekistan (18 languages are included - Uzbek, English, German, French, Spanish, Russian, Chinese, Korean, Japanese, Turkish, Arabic, Persian, Indian, Indonesian, Malay, Italian, Greek, Dutch) It serves not only the Republic of Uzbekistan, but also foreign tourists interested in the nature and geographical features of Central Asia, the CIS countries, as well as the whole population of our country (possessing modern technology).

This multilingual dictionary will be placed as a subdomain on the websites of universities (mainly in the geographical area) and will be available on the Moodle platform. A 3D version of the electronic dictionary will also be developed. The methodology of teaching the terminology of geographical objects of Uzbekistan in English and Russian is recommended for the Internet services of OOOKs. Webinars will be organized on the methods of teaching terminology of geographical objects of Uzbekistan, and there will be an opportunity to broadcast videos of these lessons. The e-dictionary, which is expected to be created, can be used in the field of geography, vocational education and general secondary education. In particular, the created electronic dictionary will be used to teach students of Geography, Hydrogeology and Engineering Geology, Oil and Gas (by type of activity), Construction of buildings and structures (objects of oil and gas processing industry), Tourism (by field of activity). In professional education, it is used in the fields of Geophysics, Geology, Hydrology and Engineering. The dictionary will be available for teaching Geography and Economics in secondary schools. It is used to teach foreign languages in full-time, part-time and part-time forms of higher education.

A database on the origin, interpretation of the names of geographical objects in the country and the geographical terms that make them up will be formed. Natural geographical features of toponyms of Uzbekistan, the role of natural geographical terms in the formation of place names are determined. It is based on the scientific direction of geographical linguistics, which defines its object, subject, goals and objectives. The laws of indicator, abstraction, negativity, scattering and dense distribution of topotherms that form geographical names are determined. The name of each geographical object is explained in the comments.

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The structure and content of this multilingual dictionary should be scientific, problem-based, demonstrative, conscious, independent and active in accordance with the principles of dictionary creation, take into account the latest achievements of science, technology and engineering, systematic and in-depth teaching in use, education. develop thinking and memory skills, perform developmental and educational functions of dictionary use, provide search, collection, storage, analysis, processing and calculation, design and construction, automation of information processing, virtualization of future professional activities. preparation tasks are performed in the environment. The scientific and practical significance of the research is also determined by its need to meet the requirements of the digital economy in the light of modern requirements, the development of mobile applications and their presentation for public use.

Relevance of the topic. The origin, practical application and meaning of the names of geographical objects of Uzbekistan, as well as their written forms, require careful study, especially in the presence of several languages. Research work in this area includes: evaluation of field and other reports on toponyms; study of reports on research conducted by regional and local committees; verification of information received from local residents by informants; prepare a comprehensive report to be submitted to the organizations responsible for further decision-making. The identification of the names of geographical objects of Uzbekistan is the basis for the decision to allow the use of toponyms in cartography and documentation. It is also explained by the fact that important knowledge accumulated by the local population and part of the historical heritage of the region have been preserved due to the identification of local names (probably previously only available in oral creation). The study of place names in the field also involves the collection of toponymic data through a survey of specially selected informants who regularly use local names in their daily speech. It also involves the study of the written forms of the names found, in particular in symbols or local documents. Field research conducted by highly qualified specialists is an ideal way to obtain information on the local application of geographical names and their application.

When it comes to identifying some toponymic information, especially linguistic information, accurate and reliable information can only be obtained through field research. It should also be noted that field work is the best way to determine the differences between the designated official name and the name used by the locals. Toponymic field research is mainly conducted to determine how locals use place names in relation to elements of their environment. This process involves identifying and using names that are already on the map, as well as collecting local names that are not on the maps. Staying in an area or region can be short (part of the day) or longer (several days). The length of stay in the area depends on the assignment or assignments received. If there are two or more linguistic communities in the area, the names used by each community should be recorded. Whenever possible, the researcher should know the languages spoken in the area or seek appropriate assistance. If toponymic surveys are limited in time or are conducted in sparsely populated areas, then the workload on the population survey will not be large. Only a few people will need to be interviewed, and in most cases the researcher will interview everyone he or she can find.

The purpose of the study. Achieving accurate and objective teaching of the names of geographical objects of Uzbekistan in the modern educational process. In particular, organizations interested in and controlling the use of these names are encouraged to make full use of the services of surveyors, cartographers, geographers, linguists and other specialists to effectively carry out their tasks. Such services may also be provided by linguists, geographers and geologists working in educational institutions, the civil service and from time to time conducting research in the field. In some countries where fieldwork is part of the curriculum, volunteer students can be successfully involved in field research. Servers and cartographers should be used to securely store the collected data.

From an economic point of view, it is advisable to standardize most toponyms according to approved principles, strategies and procedures. However, if there are certain problems with the selection and application of a toponym, extensive research is required. It is important to have a clear understanding of these issues and the factors associated with them. A necessary element of the standardization process is the evaluation of staff and the normalization and processing of geographical names[2].

It is important to determine the responsibility of the staff involved in the research for a number of possible procedures. Including:

- Collection of information on toponyms;
- Research and study of toponyms and their application;
- Maintain an official file of standard names and their variants;
- Dissemination of information about standard names among a wide range of users;
- Direct assistance to the National Names Committee through the preparation of reports and other information materials on toponyms required for the decision-making process;
- Preparation of working materials and guidelines for further field research and analysis of the information provided after the completion of field work[3].

Systematized information about toponyms can be stored in computer files or in hard copy. Regardless of the methodologies used, a large portion of the time is spent processing and arranging these records. In order to achieve the standardization goals, it is necessary to carefully consider what data and to what extent it should be collected.

The minimum or minimum amount of information required for a toponym is its written form, the identification of the geographical object to which the name belongs, and the location of the property. However, experience shows that more information needs to be provided in order to register each toponym. Users need enough information to easily find the object they are looking for, to avoid misunderstandings related to the intentional use of its name, and to be aware of the existence of other names that belong to that object.

The optimal information needed to write an official name includes:

- ✓ written form of official name;

- ✓ all other known variants of the name associated with the same object, place, territory in the present or historical past;
- ✓ Location and identification of the named geographical object using a number of parameters, including:
- ✓ location of the object in the administrative district;
- ✓ geographical coordinates (latitude and longitude) and / or topographic (rectangle) coordinates;
- ✓ standard edition of the geographical map (maps) on which the given object appears;
- ✓ a standard descriptive term (sometimes referred to as an index, class, type, or category of an object) that accurately describes the type of object being named (e.g., lake, river, hill, mountain, bay)[4].

Scientific significance of the research. When registering toponyms in a separate case, special attention should be paid to the general term used locally for each toponym (for example, "Fortress" in "Big Fortress"; "Hill" in "Small Hill"). should. The general term, often a separate word, is an integral part of many geographical names and should be included in the official name as an element of it. Of course, in some written languages the general term is in the noun itself, forming a word. To avoid misunderstandings, this can be explained to individuals who are not fluent in the written language, if necessary. The meanings of general terms used locally, as well as any meanings that deviate from the standard usage of the toponym, should be noted in the report.

Determining the written form of a name is only part of the standardization process. It is equally important to establish a link between names and the geographical objects they identify. In other words, we need to answer the following question: to which object does this name belong? Answering this question requires the following information:

- ➢ Objective study and determination of the location of the place, object or area to which the name belongs;
- ➢ describe the dimensions of each named object;
- ➢ Identify hierarchical relationships between named objects, if necessary.

Creating archive files, recording toponyms is becoming an important source of national culture. The collection of toponyms is valuable not only for standardization and cartography purposes, but also for students of toponymy, social linguistics and history. It is very important to plan and implement archiving of materials to ensure that records are stored in the future.

Simple text processing programs, spreadsheets, or databases can be used to store toponymic records. Before starting work, we should carefully examine the relevant data fields, the ease of downloading and updating them, and the ability to obtain the required output data. This will help you choose an effective software to manage all the necessary diacritics and create an appropriate data storage system. It is recommended that the selected software be compatible with the intended digital mapping systems to ensure data entry[5].

The Seventh United Nations Conference on the Standardization of Geographical Names recognized the potential of the Internet in achieving the goals of national and international standardization of geographical names. He also stressed the importance of preserving the unique toponymic heritage of the countries and promoting the widespread use of national standardized names at the international level by all means, including the Internet[6].

Computer databases and online training courses are part of the United Nations curriculum. Necessary information and examples in the field of toponymic data storage can be found in the technical documents presented at the UN Conference on Standardization of Geographical Names and in the materials of the meetings of the UN expert group on geographical names.

CONCLUSIONS

During the implementation of the practical project AL-412104512 - "Creation of a multilingual electronic dictionary for geographical objects of Uzbekistan" and the achievement of its results, the historical, cultural and material riches of the Republic, tourism opportunities will be studied extensively. A wide range of opportunities will be created for our citizens and foreign tourists studying in this direction and wishing to travel around the country to get information at a convenient time and place.

The use of the name in cartography is of great importance. The field researcher should be able to identify and clearly identify the local usage of the names, as well as a separate explanation for cases where the local use of the name is not clearly defined. This information is important in deciding whether to use an approved name for the organization responsible for the industry and the organization responsible for geographical names. Authorities can use this information to logically determine the specific boundaries of a particular object. Such decisions are important to determine where to put the name on the maps, and in other cases to clearly define the dimensions of the named objects. In these cases, logical boundaries are generally appropriate for local use and, if clearly defined, are accepted by the local population.

Determining the exact boundaries of an object has always been of great importance. Nowadays, this is even more important for toponyms, as the place name database software allows you to store and display the geometry of objects, that is, their numerical boundaries.

Based on the above, we can conclude that all information should be provided impartially. Deciding on a formal name choice is not the job of the researchers. However, this does not deprive them of the right to comment or make recommendations, as because they are in a particular field, researchers may have specific knowledge of toponyms and specific problems associated with them.

Undoubtedly, the multilingual electronic dictionary of geographical names of Uzbekistan, videos, slides, booklets and other materials will educate not only foreign tourists, but also the people of our country, including the younger generation in the spirit of patriotism, love for the motherland, respect for its history, material culture and nature. Undoubtedly, the multilingual electronic dictionary of geographical names of Uzbekistan, videos, slides, booklets and other materials will educate not only foreign tourists, but also the people of our country, including the younger generation in the spirit of patriotism, love for the motherland, respect for its history, material culture and nature.

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A SYSTEMIC FACTOR OF INCREASING THE QUALITY OF HIGHER EDUCATION

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ABSTRACT

The implementation of educational policy at any level involves an analysis of the effectiveness of educational activities. The repetition in the national education of the global trend of transforming higher education from elite to mass, when it is received not by the elite, but by the majority of young people who have graduated from a secondary vocational educational institution, an increase in the number of higher educational institutions, suggests the need to analyze the quality of specialist training. Our republic has developed a state procedure for accreditation as a mechanism for managing the quality of education.

KEYWORDS: *Quality Of Vocational Training, State-Public System Of Certification And Quality Assurance, Model Of Quality Agreement System, Ultrahigh School Controlol System Of Quality Perfection Process, Factors Of Vocational Tree Wing Quality, Professional Competence.*

INTRODUCTION

Educational policy is formed and implemented, on the one hand, at the level of the state, region, district, school, individual. This is the state educational policy. In relation to a person, one of the main tasks of educational policy is the formation and, through the creation of certain conditions, the satisfaction of his educational needs.

The determining influence on the state educational policy is exerted by the level of development of society, on the educational needs of a person - the level of his value orientations, interests and social needs. In addition, one should not underestimate, on the one hand, the influence of the environment in which a person is formed and develops, and the people who surround him, as well as the profession that he chooses, and the production in which he will work or is already working. On the other hand, the educational needs of a person are determined by the level of development and personality of a person, his general and professional culture, abilities and other individual characteristics and characteristics.

The region always needs a normal state policy in the field of education, which, firstly, would ensure the vital activity of educational institutions, their interest in a high-quality educational process, highly qualified scientific and pedagogical personnel, good students (students) and, in general, in the long term development; secondly, it would provide the whole range of promising areas and specialties of vocational education that would meet the real needs of the region in professional personnel and the professional interests of young students; thirdly, it would create conditions for correct professional self-determination in accordance with the interests and abilities of future specialists; fourthly, it would provide an opportunity for prompt professional development, professional retraining, and prospects for professional and scientific creativity in the chosen profession. Each of the directions has its own concept and development program, and together they can form the basis for the development of high-quality vocational education in the region.

The implementation of educational policy at any level involves an analysis of the effectiveness of educational activities. The repetition in the national education of the global trend of transforming higher education from elite to mass, when it is received not by the elite, but by the majority of young people who have graduated from a secondary vocational educational institution, an increase in the number of higher educational institutions, suggests the need to analyze the quality of specialist training.

Our republic has developed a state procedure for accreditation as a mechanism for managing the quality of education.

From the point of view of quality management, each educational institution is unique, has its own face (goal, purpose, mission), its own educational environment, characteristic only for it, and the procedures for self-examination, licensing, accreditation determine how sufficient and necessary resources are to realize its mission, whether the goal is being achieved and whether it will be achieved in the future. As we can see, not only the quality of the product, i.e. the result of the educational process, is evaluated, but also the process itself, the conditions, the implementation of which ensures the quality of the process itself. This is correct, because licensing as an integral part of the accreditation process gives the right to future educational activities, the quality of which should be at least to a minimum degree predetermined.

In accordance with the theory and practice of higher education, V.A. Slastenin, the system-forming factor of the pedagogical process is its goal, understood as a multi-level phenomenon, and the main unit of the pedagogical process is the pedagogical task. In modern higher education, the goal is in demand not just in stating higher education, confirmed by a diploma, but in high-quality higher professional education that is in demand on the labor market. Therefore, we have the right to consider the quality of education as a backbone factor of the pedagogical process and educational policy. It is the quality of education that should become the main pedagogical task, the center of the educational policy of both the state and each educational institution.

It is known that the quality of education is difficult to formalize and quantify, since in the end intellectual activity and its product are evaluated, and in a rather limited period of evaluation time. In addition, a number of questions arise related to the definition of the quality itself, criteria, indicators and procedures for its assessment. We agree with the opinion of V.D. Shadrikov that the assessment of the quality of education of a graduate should, first of all, form public opinion. People choose a university whose graduates have proven their competitiveness over a certain period of time. There is no need to strive for a strict measurement of the quality of education, any measurements are carried out by people, so the subjectivity of assessments cannot be avoided here. But the established public opinion, which has been formed for decades, is difficult to deceive. Indeed, in Uzbekistan it was supposed to create a state-public system of attestation and quality control.

Requirements have already been developed for the material base of universities, the availability of educational literature in them. State public administration involves the creation of trustees and public councils in an educational institution, city, district, region - public councils of participants in the educational process. At the same time, it is important that the quality control bodies of education be independent of the educational authorities.

The state-public certification and quality control system is in harmony with the intra-university quality system for training specialists, available! and the effectiveness of which the university itself is most interested in: Active participation in the implementation of the intra-university quality improvement process management system is taken by the students themselves, employers, teachers and employees of the educational institution, h. e. all participants in the educational process. As a result, the educational activity of the university ensures compliance with the minimum state accreditation standards, changing consumer demand and its own goals, which makes it possible for the educational institution to continuously improve itself.

The basis of the competitiveness of education is quality, and university management should be aimed at its planning, provision and improvement. The formation of quality management systems (QMS) in the field of educational services is already HI: no one doubts, however, disputes about the QMS model for the university have not subsided so far. Each university has the right to focus on the requirements of the following proven models:

-Model of the quality management system based on the requirements and recommendations of international standards.

- Model of the European Foundation for Quality Management (EFQM) and its modifications of higher education;

In the process of developing an intra-university quality system, one cannot do without appropriate marketing support, the introduction of modern innovative technologies, a flexible pricing policy, interaction with potential consumers at the planning stage of the educational process, and the creation of a quality-oriented management accounting system. Thus, the trends in the development of the economic and educational environment dictate the need for universities to use modern management technologies - strategic management and the introduction of QMS. At the same time, the strategic long-term goals of university modernization should determine both foreign and domestic policy.

The foreign policy of the university is determined by the following global trends in the development of higher education: globalization, internationalization and Europeanization. The modern version of the standard implies serious actual requirements for the interuniversity quality management system.

The introduction of a quality management system (QMS) should be a strategic decision of the university. The development and implementation of a quality management system depends on external conditions and changes in them, the risks associated with external conditions; changing needs; specific goals; the services provided; processes used; the size and structure of the organization.

The process approach within the QMS emphasizes the importance of understanding and fulfilling requirements, the need to consider processes in terms of added value, obtaining results on the efficiency and effectiveness of processes, and continuous improvement of processes based on objective measurements. The process-oriented model of the QMS illustrates the connections between processes and shows that, first of all, consumers play a significant role in determining the requirements for the organization and content of education. The model covers all the requirements of the standard, but does not reflect processes at a detailed level. As a side note, the standard suggests applying a methodology known as "plan-do-check-act":

Plan - setting goals and processes necessary to achieve results in accordance with customer requirements and organizational policy;

- Do - implementation of these processes;

- Check - control and measure processes and results in relation to policy, goals and requirements, level of education, as well as communication of results;

- Act - taking action to continuously improve these processes.

The educational institution must develop, document, implement, maintain and continuously improve the QMS. The responsibility for this is assigned by the Standard to the leadership of the university. It must provide evidence of commitment to the development and implementation of its effectiveness by:

- Notification of teachers and employees of the university about the importance of meeting consumer requirements, as well as regulatory and legislative requirements;

-determination of policy in the field of quality;

C ensuring that quality objectives are set; a) conducting a management review; .

- ensuring the availability of resources.

The university must determine:

- Requirements specified by the consumer, including requirements for the provision of educational services;

— Requirements that are not specified by the customer but are necessary for the intended or intended use; institutional and legislative tensions related to educational services;

- Any additional requirements required by the organization (postgraduate education (for example, guarantee), additional education, etc.).

The standard defines specific requirements not only for the process of providing educational services and resources, but also the need to plan and implement monitoring, measurement, analysis and improvement processes, including the analysis of information about the perception of the consumer, “how their requirements have been met”. At the same time, it is also necessary to conduct internal audits at scheduled intervals in order to determine how the quality management system, on the one hand, complies with the planned activities, the requirements of this standard and the requirements for the QMS established by the educational institution, on the other hand, how effectively the system is implemented and maintained. Audit criteria, scope, frequency and methods should be defined in advance. The selection of auditors and the conduct of audits should ensure the objectivity and impartiality of the audit process. Auditors should not audit their own work.

The organization shall continuously improve the effectiveness of the QMS using the quality policy and objectives, audit results, data analysis, corrective and preventive actions, and management review.

The main task of the QMS was to develop, document, implement, maintain a quality management system and continuously improve its effectiveness. To do this, the university must:

- make a strategic decision of the university on the implementation of the QMS;

- provide an analysis of external conditions and changes in them; risks associated with external conditions; changing needs and expectations of all stakeholders (government, consumers, personnel);

- develop the mission and policy of the educational institution in the field of education quality;

- define strategic goals in the field of education quality in the educational services market in a competitive environment (quality goals should: correspond to functions and levels, should be measurable and consistent with the quality policy); make a decision of the Academic Council on the development strategy of the university;

- determine the functions and levels of the QMS;

- define the processes required for the quality management system and process owners, their responsibilities and authorities; determine the standards of the university: description, processes and sub-processes of management, provision of resources, provision (rendering) of educational services (educational process), measurement of analysis and improvement (the process should be described so that the results do not depend on the personality of the performer); identify sub-processes and the results of their implementation;

- establish the sequence and interaction of processes;

- define the goals of the processes, the requirements and expectations of consumers;

- establish measurable criteria and / or indicators of the implementation of processes that would demonstrate whether the goals have been achieved;

- determine the methods, forms and means of studying processes;

- ensure that the means and information necessary to support, implement and monitor these processes are available;

— monitor measure and analyze processes;

- determine the methods, forms and means of process control;

- develop a Quality Manual;

- To develop a methodology for expert assessment of qualities for the activities of a teacher;

- ensure current control over compliance with licensing standards and state accreditation indicators;

- prepare and regularly conduct a survey of teachers and employees of the university "Satisfaction with work at the university";

- develop and implement a plan for advanced training and professional retraining of university staff in the field of education quality management;

- To ensure the formation of a regulatory framework for the management of the quality of education at the university;

- determine the list of necessary and sufficient QMS documentation; bring it into line with the requirements of the QMS;

- develop a system for monitoring the quality of training of university students;

-determine the regulatory and legislative requirements of students and other consumers;

- ensure monitoring of consumer satisfaction with the quality of education; evaluate information about the consumer's awareness of whether the university has fulfilled its requirements; analyze complaints from consumers;

- prepare and regularly conduct a survey of university students "Satisfaction with studying at the university";

- prepare and regularly conduct a survey of employers "Satisfaction with the quality of education of graduates";

- ensure monitoring of postgraduate activities of graduates, tracking their career growth;

- identify and implement effective means of communication with consumers regarding information about educational services; consideration of inquiries, contracts or orders, including additions to them; feedback from consumers, including consumer complaints;

- ensure that the organizational requirements for the quality management system are met (documents must be approved for adequacy before release); identification of changes and current revision status of documents; clarity and ease of identification; implement a documented procedure with management rules regarding the identification, storage, protection, recovery, retention periods and destruction of quality records. The materials of the QMS should be discussed by all members of the team with the keeping of minutes;

- organize a discussion of the materials of the QMS by all employees of the university; communicate the decisions made to all interested parties;

- to ensure the necessary level of competence of personnel performing work affecting the quality of education; conduct training of personnel to work with documents in the field of QMS;

- provide analysis and control of the results of implementation of the decisions made;

To analyze the strengths and weaknesses (SWOT-analysis) of the activities of the university in the field of education quality;

-identify and provide resources dumb for: implementation and maintenance and continuous improvement of performance; increasing customer satisfaction by fulfilling his requirements;

-determine, provide and maintain the infrastructure necessary to meet the quality of education requirements;

- review the QMS at regular intervals to ensure its continued compliance, adequacy, effectiveness and improvement.

The developed intra-university education quality system took into account the following global changes in the system of vocational education:

Diversification of higher education (non-linear (asynchronous) models of education throughout life; student-centered education using modular technologies as a new organizational framework; dichotomous nature of education: the formation of university and non-university (professionally oriented) higher education; the connection of higher professional education with all levels of the educational system , the transition of vocational education from the principle of "education for life to the principle of "education throughout life"; changing the forms and criteria for admission in terms of increasing the accessibility of higher education);

—radical renewal of educational programs (third-generation standards that imply constant adaptation to modern and future needs; increasing the role and level of scientific research in teaching, increasing the role of international educational programs and training students in joint degree programs; strengthening interdisciplinary and transdisciplinary orientation; education of students);

- strengthening the relationship of higher education with the world of work (overcoming a narrow economic orientation; developing a responsible attitude to the labor market, considering links with the world of work in the long term and in a broad perspective);

- development of social dialogue and social partnership (continuous analysis of needs in training programs, the need for methods for adequate recognition of work experience related to the educational activities of students and the pedagogical qualifications of teachers; adapt or create new forms of education based on criteria such as flexibility, compliance with the needs for areas of employment, accounting for the ambiguity of contexts and contingent);

- the movement from the concept of qualification to the concept of competence (the traditional approach to higher education, focused on solving one task - to train a young person in a certain specialty - is already outdated. In the modern labor market, such an employee who not only knows the technical features of his profession, but also possesses analytical thinking; sociable; able to find new and challenge existing ideas; able to quickly learn new information, negotiate, express one’s thoughts competently, think critically, use working time effectively (manage one’s working time), perform assigned tasks with within clearly defined time frames, motivate other people to work, present the product of their work to clients and the general public, work, in a group, as well as in a stressful situation, on a computer and on the Internet, is able to write reports, manage personnel. and is called a flexible specialist);

- Promotion of the quality of higher education as a common denominator (universities as complex systems function and develop in four spaces: international, interregional, regional and local; the reduction in funding has led to universities becoming more economical).

In the theory of the formation of an intra-university quality system, we proceeded from the following provisions:

- quality is, on the one hand, the result of the educational process at the university, on the other hand, the quality of the organization of the educational process and the conditions in which the personality of the future specialist is formed;

- A scientifically based concept of the quality of education should determine it and not vice versa;

- The defining figure of quality assurance is the teacher, the educator. And the main thing in him is his qualification, creativity, skill, dedication in working with students.

- The system of coordinates and quality indicators is of a historical nature, therefore their content should reflect the essence and components of the educational process, regardless of time;

- There is no single quality of education: it is different for different categories and targets, but it will always be of high quality if it provides a decent lifestyle for the person who receives this education. It is necessary to build such a multi-level education system that would implement this idea;

- Most of the indicators are statistical in nature, giving an idea of the state of the educational system at a particular point in time. Comparison of indicators for 3-5 years makes it possible to identify trends in quality changes in its individual aspects and to give an expert interpretation of the identified trends. Quality assessment (as opposed to measuring the state of an object) requires a base of comparison.

Existence in a dynamic, rapidly developing world requires new approaches to education. The educational concept is based on the principles of classical, fundamental education, which are organically combined with the most modern teaching technologies. In addition to the traditional lecture and seminar system, interactive methods are successfully used that focus on the student's independent, creative work. These are business games and master classes, case assignments, trainings, research projects, round tables and various types of industrial practice.

• In the modern world, knowledge quickly becomes obsolete, and students are taught to constantly update their professional arsenal, work at the intersection of sciences, freely navigate information flows and determine in time where and how to acquire new knowledge.

A flexible multi-stage system of continuous education involves the analysis of the following factors of education quality:

- Content of education, educational programs;

- teaching staff;

- Student contingent;

- The process of teaching and educating students;

- Educational and methodological support of the educational process, including information and communication technologies;

- Intra-university educational environment;

- Material and technical base;

- Integration of the educational system and the employer;

- Management.

The educational process in an educational institution is the result (product) of the interaction of this system, and not just the functioning of its parts or their sum. It is known that each system has well-defined potentialities (which are limited). These possibilities must be taken into account, and it is hardly reasonable to expect any achievements that go beyond the capabilities of this system.

The system is a whole that cannot be divided into independent parts without losing essential properties or qualities. If the system is disoriented, its essential parts also lose their defining properties or functions, and if the parts of a given set do not interact, they are an aggregate, not a system. The sustainability of an educational system depends on how its parts interact, not on how they operate in isolation. If an essential part of the system is missing or not functioning, the system as a whole cannot function either. Consequently, managing the sustainable development of the educational process as a system is to manage the interaction of structural components; interactions of some subsystems with others; interactions of subsystems with other organizations or divisions. Thus, the innovative management of an educational institution involves the analysis of the relationship of the following systems: the educational process as a system, the internal system of the university, the system of the external environment, the competitive system.

The intra-university education quality system involves the interaction of quality assurance, quality control, management and improvement of the quality of professional training.

The educational policy of the state is not always accepted by society with a bang. We keep saying how good our domestic (Soviet) education is. Yes, good, especially natural science, technical. Leading universities in the world are hunting for our best specialists. Therefore, we must learn to find, raise, educate and protect such people. Indeed, our best graduates are in great demand in Western countries, but the best specialists, mind you. At the same time, diplomas are not always recognized at face value in Uzbekistan today, and only after confirmation can one apply for their notification.

The question arises: who prevents us from giving quality; education, but at the same time not being isolated in its own state, but moving forward together with other countries, absorbs all the best, thereby creating opportunities for mobility for students and teachers? Bachelor's and master's programs, the "credit hours" system, which involves taking into account the volume and content of education in credit units, can and should be introduced into the education system, but it is reasonable, taking into account our traditions, clearly defining the tasks and continuity of levels, and introducing it where possible . Then we will not say that a bachelor is an unfinished specialist, and students and graduates will only be grateful for the opportunities that will open before them.

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FACTORS FOR FORMING VALUE ORIENTATIONS OF CHILDREN'S HOUSES AS AN AXIOLOGICAL PROBLEM

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ABSTRACT

This article deals with the questions of the value orientation of the pupils of the houses of mercy as an axiological problem. Value orientation factors are classified by type into macro factors, mesofactors and micro factors. The factors of value formation are characterized in accordance with the components of the axiological worldview.

KEYWORDS: *Value Orientation, Axiological Worldview, Meso Factors, Macrofactors, Microfactors, Subculture, Interiorization, Extriorization.*

INTRODUCTION

The peculiarity of the value orientation of the pupils of the houses of mercy is that this process takes place in the conditions of socialization in society. The formation of a system of life values in orphanages is a complex process, which is largely related to the living conditions in the institution and the assimilation of social values and norms. In addition, orphans are deprived of special attention and care, which plays an important role in shaping the personality of the child as a whole, since they constantly live in a group of children.

The shortcomings of the value system form in many children at least a passive, and sometimes aggressively negative attitude towards life, which hinders the development of interpersonal relationships based on tolerance.

Sociological, pedagogical and psychological aspects of socialization and national and moral education of orphans, from the point of view of the essence of national values, were studied by researchers M. Bekmurodov, E. Goziev, D. Isaeva, A. Mudrik, Sh. Mardonov, O. Musurmonova, D. Ruzieva, B. Khodzhaev, Ya. Chicherina, G. Shoumarov, Sh. Sharipov, Sh. Shodmonova, N. Egamberdieva, M. Kuronov, M. Kahhorova and others. Scientists from the countries of the Commonwealth of Independent States (CIS) I. Dubrovina, V. Kondrashin, I. Korobeinikov, V. Mukhina, A. Ruzskaya, V. Chumakov, I. Shevchenko, T. Shulga and others studied the issues of psychological assistance, communication, education of foster children with adults and peers, their social adaptation. Foreign researchers J.Ballantine, K.Weger, K.Wegar, K.Browne, C.Nelson, R.Carterlar studied the problems of preparing children from orphanages for social life, integrating the activities of the family and orphanages, and developing a value direction in pupils.

First of all, the personal problem of children brought up in orphanages lies in the fact that from early childhood they remain unaffected by maternal affection, that is, a state of deprivation, which in this aspect creates many visible shortcomings in the development of personality and intellect.

Children in orphanages are under State care from the moment of birth until adolescence and have negative ideas about living in a family environment.

The complete failure to form a system of values in orphanages gives rise to many problems in preparing a child for an independent life, his social adaptation and his position in society. For example, self-awareness in adolescents is associated with external aspects and is carried out at the expense of constant peers and adults in the orphanage. This situation causes spontaneous aggressive behavior in children, which, in connection with the strict daily routine in the institution, causes the formation of negative moral and moral norms of behavior in pupils. Some researchers believe that in the worldview "We - they", "us - foes" there are rigid boundaries with the environment, which causes children growing up in orphanages to strengthen the sense of "we" and "I". Thus, the pupils form an aversion to others and society, as well as open and closed resistance to them.

An analysis of studies conducted abroad and in our republic shows that the development of a child, as if outside the family environment, differs from the usual one in that special character traits, behavioral manifestations, and personality traits are formed in it. Also, on the basis of research and observations, it has been established that children brought up in charity homes not only do not have a lag or underdevelopment of personal growth, but other mechanisms characteristic of adaptation to the lifestyle in these institutions are intensively formed. It is known that in adolescence, when self-awareness and the ability to reflect are formed in a person, an intensive formation of a system of values takes place. Based on the study and analysis of the value system of schoolchildren brought up in a family with children from orphanages of adolescence, the following conclusions were made:

1) in the structure of the value system of students studying in urban and rural schools, family life (85%), health (72%), material security (67%) are equally important;

2) the vast majority of orphans do not have life goals and ideals (67.8%), motives oriented towards the future (59.4%);

3) the majority of pupils have low self-esteem (78.1%), the level of self-critical attitude towards themselves is insufficient (72.7%), a negative attitude towards themselves is clearly manifested (78.5);

4) the egoistic orientation is clearly manifested in pupils in comparison with children brought up in families (19.2%) (59.6%);

5) the majority of pupils (74.7%) lack an axiological orientation towards the fulfillment of social and public duties;

6) pupils are characterized by a low level of social competence (82.8%)

As part of the study, it was found that the formation of a value system among children from orphanages is associated with the following factors:

1) associated with the causal consequences of orphanhood (mental disorders, antisocial behavior, somatic disorders);

2) associated with the way of life in orphanages (the institution has the characteristics of a closed system; the heterogeneity of the socio-psychological environment; the uniformity of social behavior patterns;

strict regulation of interaction with the external environment; the absence of representatives of the older generation, the frequent change of educators, the limited and monotonous social contacts, the lack of contacts with family and relatives);

3) related to the personal characteristics of pupils (unformed moral and aesthetic ideals, social competence, low level of formation of the feeling of “we”, lack of confidence in cooperation, internal rejection of oneself, immaturity (infantilism), apathy, disinterestedness, unwillingness to interact with people from the point of view of their personal interests, distrust of other people, aggression, aggressive behavior); quick mood swings, nervousness, slowness in completing tasks in the educational process);

4) related to the organization of educational work in an institution (personal and professional qualities of educators, means of pedagogical influence, content and nature of children's activities);

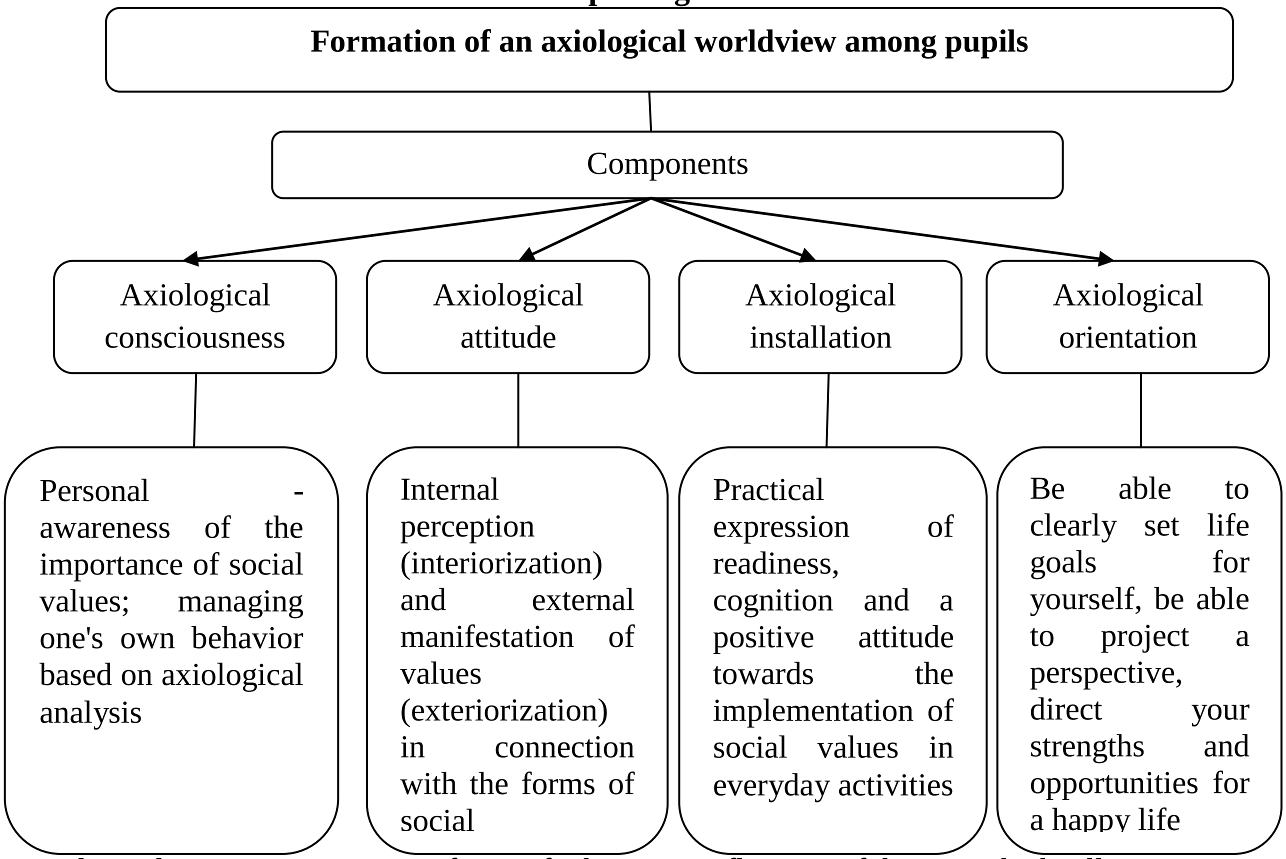
5) social factors (socio-political system, socio-economic conditions, status of the institution, etc.) j.). These factors, in turn, can be divided into three large groups: macro, meso and micro factors (Table 1)

TABLE 1 FACTORS IN THE FORMATION OF THE VALUE SYSTEM AMONG PUPILS OF ORPHANAGES

Factors	**Group of factors**
Macro factors	Legislative norms; financing system; public opinion, mass media.
Mesofactors	Subculture; type of institution, territorial conditions
Micro factors	Heredity, personality traits, teaching staff, reference group, peer group

All these factors are interconnected, which required the improvement of the components of the formation of an axiological worldview among the pupils of the houses of mercy. The formation of an axiological worldview among pupils requires ensuring the unity and correlation of value-oriented consciousness, attitudes, attitudes and orientations (Fig. 1).

Figure 1. The system of formation of an axiological worldview among children from orphanages



Axiological consciousness is a form of objective reflection of being, which allows you to determine the subjects of your sphere of life in a moral and spiritual way; the unity of mental processes actively involved in understanding the world and one's own individual world in a person based on the reflection of being as a world of spiritual values. Axiological consciousness is a special form of social consciousness, reflecting pedagogical reality in its own way and based on a sense of the value of life. The attitude, approach, practice and activities based on it are also different from others. Axiological consciousness, in turn, is inextricably linked with the axiological feeling, perception, sense of value, axiological experiences, concept, behavior and thinking that express the content of value. In axiological knowledge, a sense of value and axiological perception are important. “Sense of value" is one of the main components of axiological consciousness, a concept expressed in the awareness of the value of natural and social phenomena, a sense of pleasure, pleasure, a sense of responsibility. Events, phenomena and processes in the world around us that have a positive characteristic are the basis on which educators instill in children a sense of value. In this regard, it is difficult not to admit that the feeling of evaluation, directly or indirectly not related to objective reality, the forms of its manifestation, manifestations, and that it is an absolute subjective property. After all, in order to appreciate, you need to be “something”, whether it be materiality or spirituality, and in order to evoke a feeling of gratitude, it is necessary to be an “object” that will cause this feeling to arise.In this sense, the so-called polyhedrons of the universe, Man and life are the main criteria that form feeling of gratitude.

The axiological attitude expresses the internal point of view of the personality of the pupil, reflecting the ratio of personal and social significance. It can be said that the formation of an axiological attitude towards people, life and society is an important component of the process of becoming a pupil as a person who values life. An axiological attitude is not only a phenomenon related to an individual, but also an attitude to a social group, stratum, nation, state, society. Judgments and conclusions formed on the basis of a value attitude to reality, to the things and phenomena that are in it, and a sense of their value, are reflected in the axiological assessment.

The axiological assessment differs from the economic one, in which the sense of value is of paramount importance. In this regard, an axiological assessment is carried out not by establishing the economic value, usefulness of a thing, phenomenon or process, but by determining what significance it has for the spiritual world of the subject.

An individual's awareness of his inner position and the presence of readiness for activity in connection with specific values is defined as a value setting.

Attitude - (attitude, attitude) the term was first introduced precisely in the sense that it is the direction of human activity. The installation acquires a characteristic of direction, reflecting the state of readiness of the individual for a particular activity. It manifests cognitive (cognitive, informational) and affective (emotion) components. The axiological setting reflects the degree of readiness of the pupil for activity in connection with his specific worldview and value forms.

The axiological orientation is characterized by the acceptance of certain values as a vital necessity. Axiological orientation is realized at the following interrelated stages: the assimilation of personal values; personality transformation based on learned values; clarification of the objective goal and the direction of one's own strengths and capabilities for a happy life.

Based on the factors of formation of the system of values and components of the formation of an axiological worldview among children from orphanages, the following pedagogical conditions were specified:

1) organization of socially-personally-significant activity of pupils, based on the freedom of moral choice, its justification, presentation of the situation of independent decision-making;

2) development of a locally modular technology for the development of self-awareness, self-esteem, aimed at correcting negative behavior;

3) Creation of a favorable educational environment (educational, leisure, career guidance, vale logical), organizing effective joint activities of pupils with social institutions, involving children in the process of real life and communication, allowing them to assimilate the environment, work, family life, moral values;

4) mastering patterns of gender-role behavior, creating the necessary conditions for a lifestyle and life activity that are as close as possible to the family environment, allowing one to understand family ideals and values;

5) Develop relationships between adults and children based on cooperation, mutual respect and trust. Orphanages were interconnected and dependent on factors influencing the formation of a system of values among pupils, which required the improvement of the components of the formation of an axiological worldview. The formation of an axiological worldview among pupils

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requires ensuring the unity and correlation of value-oriented consciousness, attitudes and orientations.

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SOME COMMENTS ON THE PEDAGOGICAL CONTENT OF SPIRITUAL AND MORAL EDUCATION IN THE WORK OF MUHAMMAD AWFI BUKHARI "JAVOME 'UL-HIKAYOT LAVOME' UL-RIVAYOT"

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ABSTRACT

In this article, some pedagogical classifications of Mohammed Aufi Bukhari's stories given and analyzed. The forms of their use in the education of modern youth are shown. In addition, some comparative analyzes are made with the spiritual heritage of Ubayd Zakani and Ali Safi.

KEYWORDS: *Types Of Education, Ali Safi, Ubaydzokoni, Exemplariness, Spirituality, Moral Education, Behavior, Humanity, Humor, Stories, Educational Categories.*

INTRODUCTION

Muhammad Awfi's collection "Javome'ul-hikayat" is known to be valuable for its wise sayings, stories and narrations narrated by the wise men of the people, anecdotes praising the virtues of the people and criticizing them with light laughter over their vices, ignorance and vulgarity. This is because the author expresses the spiritual and moral upbringing of a person in the form of a story, a narration, a short story, an anecdote - a convenient means of conveying a didactic message in a concise and meaningful way, influencing his worldview. The literacy of the Awfi language enhances the impact of the ideas and thoughts conveyed on the individual's mind, accelerating the process of reaching independent conclusions. History has shown that ordinary people have always needed light satire and humor with attractive stories and deep meaning. This tradition is found in the creative work of each of our thinkers, and even the scientific works of encyclopedic scholars are no exception.

Many scholars who lived before and after him can be included in the list of thinkers who emerged with a sharp word for the rights of an ordinary people like Awfi. In particular, UbaydZakani and Fakhriddin Ali Safiy came to this field. In the stories they collect and write, the main idea is conveyed through laughter. In this, the best characteristic of man (laughter) demonstrates his power, holds him above inferiority and humiliation, brings him closer to nobility, purifies human nature, makes him physically happy and spiritually strong. The main characters in the stories chosen by authors are the life of courtiers, kings and ministers, oppressive landowners, usurers, rich people, mullahs and eshans, judges and officials, khans, oppressed people. However, even in such a complex situation, the people were able to show their wisdom and sharpness is seen in the refreshment, the uplifting, the desire for a beautiful life, the growing interest in reading and understanding one's own history, which takes place in the human spirit during the study of stories.In this case:

- greed;
- selfishness;
- moral depravity;
- hypocrisy;
- arrogance;
- stinginess and greed;
- faults such as facelessness are clearly visible as an object.

All three thinkers have the same common characteristics.Although they lived a century after each other (12-13, 13-14, 15-16 centuries), they were formed in a single environment and on one ground in the field of spirituality and enlightenment.The main part of the stories of Muhammad Awfi, UbaydZakani, Fakhriddin Ali Safi are historical stories and narrations, the historical heroes who took part in them.The stories and narratives written, recorded and collected by them are indicative of historical events and make them more attractive and vivid; serves to pass on to the next generation accurate and rare information about individuals in the past. It is through such commonalities that these thinkers emerged as the multifaceted creators of the Golden Age.

TABLE 1 THE MAIN CHARACTERS IN THE STORIES OF MUHAMMAD AWFI AND THE CONTENT OF THEIR CATEGORIES OF SPIRITUAL AND MORAL EDUCATION

№	The literary work	Main characters of the stories	Images in the stories	Meaning of the upbringing category in stories
1.	From Muhammad Awfi's book "Javome' ul-hikayat"	Anushervon, Plato, Yazdijurd, Bahromgor, Noman Munzir, Kisro, Khusrav Parvez, Aristotle, Buzurgmehr, Amir Nasr Ahmad Somoni, Malik Muhammad, Bukrat, Alexandr, Hakim Shan, Harun ar-Rashid, Hotamtoy, Mahmoud Ghazna- viy, Sultan Mas'ud, King of India, Gushtasp, Behrouz and Rozbeh, Abu Saomat, Muhammad Badi Uqayli, Marhuma, Mahmud Sabuktegin, Abu Nasr, Muhsin Tanuhi, Sheikh Abbas, Abdumalik Marwan, Abu Tamam, Zayd bin Musa.	dervish, minister, slave, teacher, rival, khansolor, treasurer, judge, traveler, old man, wise old man, frog and ant, thief, greedy from Kufa, greedy from Basra, students, pilgrim of Haj, old woman playful prince, midwife, rosu, lion, gardener's son, greedy and generous, slave, jeweler, simple, astrologer, concubine, singer girl, slave, Hoja, merchant, Jew,	ordinary people, ideas of humanity among the people, high moral norms, examples of all kinds of education - lies, tastes, stinginess, cruelty, hypocrisy, selfishness, enmity, ignorance, etc..

			judge, prince, king of China, stingy person.	

Spiritual and moral perfection is an important requirement of society. It should be noted that at the current stage of socio-economic development of our country, the basis of spiritual and moral education is our ancestors Abu RayhanBeruni, Abu Nasr Farobi, Abu Ali ibn Sino, Imam Ismail Bukhari, Muhammad ibn Isa al-Tirmidhi, Yusuf Khas Hajib, Ahmad Yassavi, Amir It is embodied in the masterpieces of spirituality, culture and morality of such sages as Temur, MirzoUlugbek, AlisherNavoi, Zahriddin Muhammad Babur, Abdulla Avloni.Therefore, the foundation of spiritual and moral education is strong, the content is deep. Also, the strong roots of spiritual and moral education are the principles of "good thoughts, good words, good deeds" in the "Avesto", created almost 300 thousand years ago, the rich traditions, customs, rituals, words of our holy Islam.Therefore, in paragraph 4 of the section "Main directions of development of the training system" of the "National Training Program"it is underlined that "Effective organizational and pedagogical forms and means based on the rich national cultural and historical traditions, customs and universal values of the people will be developed and put into practice in the spiritual and moral upbringing of the younger generation",

Accordingly, the classification of moral views, features of moral education in the work of Muhammad Awfi "Javome'-ul-hikayot" is based on the pedagogical mechanisms of development of the younger generation in today's man-made society in accordance with our national values. Awfi Bukhari approached the classification of the category of morality and his views on morality as follows and classified them in essence:

TABLE 2 CLASSIFICATION OF MUHAMMAD AWFI'S STORIES AND FORMS OF THEIR USE IN THE EDUCATION OF MODERN YOUTH

№	**Types of upbringing**	**Value**	**Meaning of uobringing types in stories**
1.	Aesthetic upbringing	A pedagogical process aimed at the formation of moral consciousness, moral activity skills and moral culture in the minds of students on the basis of inculcating in the minds of students the rules, etiquette, relationships, rules of communication and behavior, recognized and required by a particular society; an important component of social upbringing.	be afraid of the praise of the ignorant, for if a man does nothing foolish, no fool will praise him everywhere; everyone speaks a sentence that is in keeping with their nature; the water of the river cannot be measured with a sieve, the account of the underwater sand cannot be measured from the surface, just as the cunning of women is innumerable;if a person desires to steal, let him give up his right hand first - this is the first condition of theft; Adherence to the right to salt is obligatory in the sect of

			courage and mercy; if everyone has a state, let him not withhold the need of friends, so that his sons and daughters may have good morals; to betray one's trust is inferior; the revealed mystery certainly hurts; not to seek one's guilt is to be a Muslim, not to speak ill of a believer; all the beasts fall into the snare of the hunter because of the plague of lust; if you don't do something stupid, no idiot will praise you; he who falls into the air of the crown must pass through the sea of the head; If you say you don't see evil, don't do evil. he who does good will always see good;
2.	Mental upbringing	The pedagogical process aimed at imparting to the individual knowledge about the development of nature and society, the formation of his mental (cognitive) abilities, thinking and worldview: an important component of social upbringing.	if you want peace in two worlds and to be free from sorrow, do not speak; if a lie spoken by reason saves a man from calamity, the word of truth will save him from trouble; if you want to be honored and your name to be engraved in history, knowledge is gained; the life of a person who has no intellect, manners, knowledge, humility is equal to the death;
3.	Economical upbringing	The pedagogical process of providing students with economic knowledge, the formation of skills and abilities to organize economic activity (formation of the family budget, management, preservation and reproduction of available material resources, proper organization of trade relations, etc.).	Let every king bless his country, and let him purify his intentions without oppression;
4.	Physical	The pedagogical process aimed	lightness and haste make the

	upbringing	at the formation of physical and volitional qualities in students, their mental and physical preparation for work and defense of the Motherland: an important component of the system of social upbringing.	eye blind;
5.	Sexual upbringing	The content of pedagogical activities aimed at sexual strengthening of the individual, teaching them cleanliness and tidiness, taking care of their health and ensuring responsibility.	if everyone's desires are corrupted, if there is no purity in his heart, whether it belongs to the king or to the common man, it cannot be held by any obstacle.;
6.	Aesthetic upbringing	(aesthetic upbringing - Latin “estezio” I feel beauty)- a pedagogical process aimed at teaching students to understand, comprehend and understand the beauty of reality, nature, social and labor relations, life, to develop their artistic taste, to awaken in them a love of beauty, to nurture their ability to create beauty; an important component of social upbringing.	Haste brings resentment and instability, patience and perseverance lead to purpose; there is no talent more noble than the mind of a wise woman; let a man fill his heart with goodness and mercy, as well as beautify his home and fill it with riches; love or hatred towards people cannot be a reason to abandon them;
7.	Family upbringing	A pedagogical process organized by parents (or persons responsible for the development of the child) and aimed at bringing up children in a comprehensively mature, healthy way.	every father must forbid his son from making a mistake; it is preferable to feed the guest before making room for him in a silk bed; There is nothing worse in the world than being friends with good people and being friends with bad people;
8.	Civic upbringing	Forming a high level of civic culture in students by expressing the essence of the concept of citizenship, educating them as dedicated citizens for the people, homeland and society.	if one of the neighbors is hostile, the other is bound to betray;
9.	Ecologic upbringing	The pedagogical process aimed at providing students with basic environmental knowledge, enriching their existing environmental knowledge, the	

		formation of skills and competencies in the organization of nature and environmental protection.	
10.	Labour upbringing	A deep understanding of the nature of labor in the individual, a conscious attitude to work in them, as well as the process of pedagogical activity aimed at the formation of certain socially useful actions or professional skills and abilities; an integral part of social education.	even if the aristocracy does not need the income from the profession, let them learn the profession;
11.	Military patriotic upbringing	Pedagogical process aimed at preparing young people for the defense of the homeland and military defense, the formation of skills and competencies in the organization of military defense in emergencies.	it is appropriate to work with patience and perseverance in public administration, to avoid haste; just as two swords do not fit into one quiver, two rulers do not fit into one country;
12.	Legal upbringing	Pedagogical process aimed at the formation of skills and competencies in the organization of legal activity on the basis of theoretical and legal knowledge acquired by the person, the decision of positive legal qualities and the formation of legal culture.	
Conclusion. Mankind's nature and morals are born and matured with him. But it is an upbringing that nurtures and perfects both good morals and bad morals. From hikayat “Ҳотам ва унинг биродари”			

The pedagogical content of Muhammad Awfi's views on spiritual and moral education in "Javome'-ul-hikayat and lavome' ur-narration" the pedagogical content of the views on spiritual and moral education, the formation of the person in the work, the views on spiritual and moral education, the factors influencing the formation of personality and the forms of their manifestation allow them to be classified as criteria of spiritual and moral upbringing.

The development of general pedagogy, pedagogical theory and history, social pedagogy, family pedagogy, comparative pedagogy, pedagogical axiology, development of pedagogical ideas in the field of pedagogical education the use of disciplines in the teaching process is important.

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MATHEMATICAL MODEL FOR PREDICTION OF GROUNDWATER LEVELS IN TWO-LAYER FORMATIONS

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ABSTRACT

A article discusses the process of forecasting changes in the level of ground and pressure water. A brief analysis and computational experiments of scientific papers on mathematical and numerical modeling of the object under study are given. For a comprehensive study of the problem under consideration, a mathematical model was developed that takes into account the external source, evaporation, filtration coefficients, active porosity, filtration rate and two-way boundary conditions. An effective numerical algorithm has been developed for predicting changes in the ground water level using a combination of finite-difference schemes and run-through methods. It has been studied that changes in the level of ground and pressure water, filtration permeability, water loss coefficient and filtration rate associated with the water level can have a serious impact on the environmental process.

KEYWORDS: *Groundwater Abstraction, Salt Transfer, Mathematical Model Of Filtration, Desalination Technological Schemes, Geofiltration Process.*

INTRODUCTION

The main task in the issues of sustainable development of the agricultural sector is to increase crop yields and the quality of the output product while observing significant savings in labor and energy resources, and environmental protection requirements. This, in turn, is connected to solving the problems of substantiating the intensity of water reclamation of agricultural lands, optimizing calculations of agricultural drainage and managing the water regime of agricultural lands. It should be noted that the volume of drainage and field waste waters in many irrigation systems in Central Asia, Transcaucasia and other regions reaches $30\ \%$ of the water intake.

These problems can be investigated and elaborated with the effective mathematical tool - "model-algorithm-software product-computational experiment", which makes it possible to monitor and predict changes in the groundwater level with subsequent management decisions.

Such a mathematical tool can be effectively used for quantitative assessment of filtration conditions in a complex natural environment, for a detailed study of regional patterns of formation, distribution, and flow of groundwater, and for scientific substantiation of methods and volumes of planned hydro geological studies [1-3].

When developing a mathematical model for the interaction of ground and surface waters, the basic laws of hydrodynamics and systems of linear and nonlinear partial differential equations with appropriate boundary conditions are used [4-5].

The foundations of the science of groundwater flow (hydrogeology) are connected to the names of A. Darcy, J. Dupuy, N.E. Zhurkovsky, F. Forchheimer and others.

An important role in the development of mathematical methods with the intensive development of the theory and practice of groundwater flow was played by the studies of F.B. Abutaliev, E.B. Abutaliev, P.Ya. Polubarinova-Kochina, V.I. Aravina, S.N. Numerova, N.N. Verigina, G.N. Kamensky, A.I. Silin-Bekchurin, P.P. Klimentov, G.B. Pykhachev, V.A. Mironenko, I.K. Gavich and others.

In particular, the study in [6] considers the issues of numerical modeling of hydrogeological processes in solving the problem of desalination of highly mineralized waters of the Amudarya River deposits, characterized by complex geofiltration and geomigration conditions.

F.B. Abutaliev and E.B. Abutaliev developed a mathematical complex for calculating and predicting changes in the groundwater level depending on the hydrodynamic parameters of the object of study [12].

The studies conducted by A.A. Tskhai, K.B. Koshelev, N.Yu. Kim [13] proposed a mathematical description of the movement of ground and surface waters based on geofiltration models [14-16].

In [17], a mathematical model, numerical algorithm and software tool were presented for research and forecasting, and making managerial decisions on the process of joint movement of ground and surface waters in a river basin.

A.A. Kashevarov in [18] proposed hydrodynamic and hydraulic models of water runoff in wetlands.

The author of [19] proposed models of the steady-state motion of groundwater in formations adjoining low permeable formations.

In [20], a two-dimensional stable flow of groundwater in the vertical plane was considered.

Formulation of the problem. The hydrogeological and hydrodynamic analysis of the process of groundwater movement showed that in the mathematical modeling of the geofiltration process, at least a two-layer medium should be considered, which consists of two layers: the ground layer (with low throughput) and water (Fig. 1).

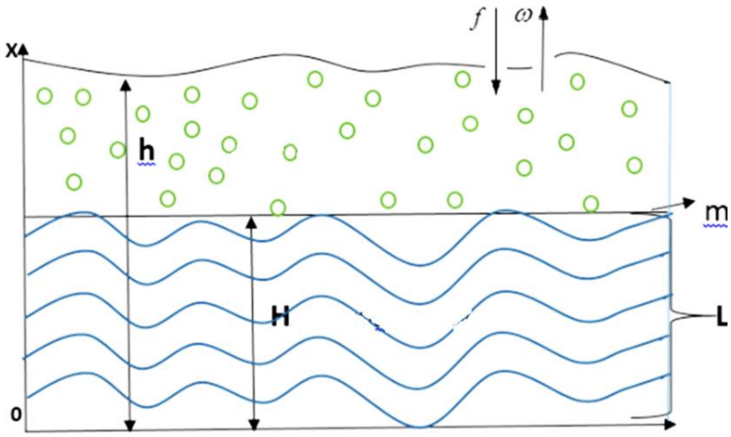

Fig.1. Geofiltration process

Any changes in the water level will lead to the interaction of the hydrodynamic and hydrochemical regimes of the two layers of groundwater (GW). Under these conditions, it is necessary to pay attention to the protection of the interaction forces of the layers from the penetration of mineralized waters through the boundaries of the water levels.

GW motion under these conditions is described by a system of partial differential equations:

$$\left.\begin{aligned} \mu\frac{\partial h}{\partial t} &= -k_b\frac{h-H}{m} + f - \omega; \\ \mu^*\frac{\partial H}{\partial t} &= -k\frac{H-h}{m} + \frac{\partial}{\partial x}\left(T\frac{\partial H}{\partial x}\right), \end{aligned}\right\} \qquad (1)$$

where $h(x,t)$, $H(x,t)$ are the levels of ground and pressure waters; μ μ^* are the coefficients of water loss; m is the thickness of the separating layer; k_b, k are the filtration coefficients of the upper and lower formations, T is the filtration conductivity of the main horizon, f is the external source, ω is evaporation.

System (1) is solved under the following initial and boundary conditions:

$$h(x,0) = h_0(x), \;\; H(x,0) = H_0(x), \qquad (2)$$

$$T\frac{\partial H}{\partial x}\bigg|_{x=0} = -\lambda(H - H_A),\; T\frac{\partial H}{\partial x}\bigg|_{x=L} = \lambda(H - H_B), \qquad (3)$$

where $h_0(x)$, $H_0(x)$ are the initial conditions for the levels of groundwater and pressure water, λ is the coefficient to reduce the boundary condition to the dimensional form, H_A, H_B are the boundary values of pressure waters.

Solution method. Since the problem is described by a system of quasi-linear differential equations, it is difficult to obtain its solution in an analytical form. For the numerical solution of problem (1)-(3), we use the method of finite differences, that is, we replace the differential operators in equations (1), (3) with finite-difference operators [7-11]. To do this, we introduce a grid into domain $D=\{0 \le x < L_h,\ 0 \le t \le T\}$, where T is the maximum time during which the process is being studied, we divide interval $[0, L_x]$ by step h, and $[0,T]$ by step τ; as a result, we obtain the following grid:

$$\omega_{h\tau}=\Big\{(x_i,t_j),\ i=0,1,2,\ldots N\ \ j=0,1,\ldots,J;$$
$$x_i=i\Delta x;\ \ t_j=j\tau;\ \ \tau=T/J,\ h=L_x/N\Big\}.$$

We approximate equation (1) using an implicit scheme on grid $\omega_{h\tau}$ in the following form

$$\left.\begin{aligned} &\frac{h_i^{j+1}-h_i^j}{\tau}=-\frac{k_b}{\mu\cdot m}(h_i^j-H_i^j)+\frac{f_i^{\,j}-\omega_i^j}{\mu};\\ &\frac{H_i^{j+1}-H_i^j}{\tau}=-\frac{k}{\mu^*\cdot m}(H_i^{j+1}-h_i^{j+1})+\\ &\qquad +\frac{T_{i+0.5}}{\mu^*\cdot\Delta x^2}(H_{i+1}^{j+1}-H_i^{j+1})-\frac{T_{i-0.5}}{\mu^*\cdot\Delta x^2}(H_i^{j+1}-H_{i-1}^{j+1}); \end{aligned}\right\} \tag{4}$$

$$T_0\cdot\frac{H_1^{j+1}-H_0^{j+1}}{\Delta x}=-\lambda(H_0^{j+1}-H_A); \tag{5}$$

$$T_N\cdot\frac{H_N^{j+1}-H_{N-1}^{j+1}}{\Delta x}=\lambda(H_N^{j+1}-H_B) \tag{5a}$$

Difference scheme (4) is reduced to a system of linear algebraic equations

$$h_i^{j+1}=\xi\cdot h_i^j-\xi_1\cdot H_i^j+\xi_2, \tag{6}$$

$$a_i\cdot H_{i-1}^{j+1}-b_i\cdot H_i^{j+1}+c_i\cdot H_{i+1}^{j+1}=-d_i^j. \tag{7}$$

Here

$$\xi=1-\frac{\tau\cdot k_b}{\mu\cdot m},\ \xi_1=-\frac{\tau\cdot k_b}{\mu\cdot m},\ \xi_2=\frac{\tau\cdot(f_i^{\,j}-\omega_i^j)}{\mu},$$

$$a_i=\frac{\tau\cdot T_{i-0.5}}{\mu^*\cdot\Delta x^2},\ b_i=\frac{\tau\cdot T_{i+0.5}}{\mu^*\cdot\Delta x^2}+\frac{\tau\cdot T_{i-0.5}}{\mu^*\cdot\Delta x^2}+\frac{k\cdot\tau}{\mu^*\cdot m}+1,\ c_i=\frac{\tau\cdot T_{i+0.5}}{\mu^*\cdot\Delta x^2},$$

$$d_i^j=-\frac{k\cdot\tau}{\mu^*\cdot m}\cdot h_i^{j+1}-H_i^j.$$

The solution to the systems of equations (6) is determined as follows:

$$H_i^{j+1} = \alpha_{i+1} H_{i+1}^{j+1} + \beta_{i+1}, \tag{8}$$

where the sweep coefficients are determined using the recursive relation:

$$\alpha_{i+1} = \frac{a_i}{b_i - a_i \cdot \alpha_i}, \ \beta_{i+1} = \frac{d_i^j + a_i \cdot \beta_i}{b_i - a_i \cdot \alpha_i}, \ i = 1, 2, 3, ..., N-1. \tag{8a}$$

For $i = 0$ equation (8) takes the following form (9)

$$H_0^{j+1} = \alpha_1 H_1^{j+1} + \beta_1. \tag{9}$$

as a result of simplification of (5) and (5a), we obtain

$$H_0^{j+1} = \frac{T_0}{\Delta x \lambda + T_0} H_1^{j+1} + \frac{\Delta x \lambda H_A}{\Delta x \lambda + T_0}, \tag{10}$$

$$H_{N-1}^{j+1} = \frac{T_N - \Delta x \lambda}{T_N} H_N^{j+1} + \frac{\Delta x \lambda H_B}{T_N}, \tag{11}$$

Comparing the values of equation (8) for $i = 0$ with (10), we find the sweep coefficients α_1 and β_1.

$$\alpha_1 = \frac{T_0}{\Delta x \lambda + T_0}, \ \beta_1 = \frac{\Delta x \lambda H_A}{\Delta x \lambda + T_0}.$$

Comparing the values of equation (8) for $i = N-1$ with (10), we find the level of pressure water H_N^{j+1}.

$$H_N^{j+1} = \frac{\beta_N T_N}{T_N - \Delta x \lambda - \alpha_N T_N} - \frac{\Delta x \lambda H_B}{T_N - \Delta x \lambda - \alpha_N T_N}$$

Machine algorithm of the computational process. The machine algorithm for solving the problem is realized as follows:

1 step. Input of initial (base) data (input of constants).

2 step. Calculation of the boundary values of the sought-for variables from boundary conditions of the problem.

3 step. Calculation of the elements of the tridiagonal transition matrix obtained as a result of the approximation of differential operators by finite difference operators.

4 step. Calculation of sweep coefficients (7).

5 step Calculation of the values of the sought-for variables of the task posed.

6 step. Checking for the adequacy of the task posed.

7 step. Interpretation of the results of the computational experiments conducted on a computer in the form of tabular and graphical objects.

Discussion of results

Based on the developed mathematical model (1)-(3) and its numerical algorithm, a software tool was compiled for conducting computational experiments on a computer, the results of which are shown in Figs. 2-8.

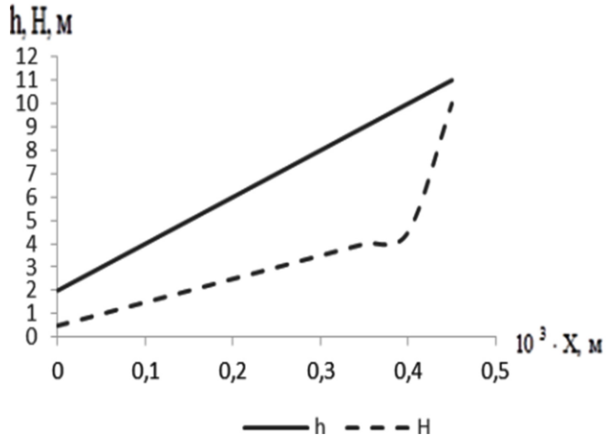

Fig. 2. Change in the level of groundwater and pressure water along the length of the layer (forecast for 30 days).

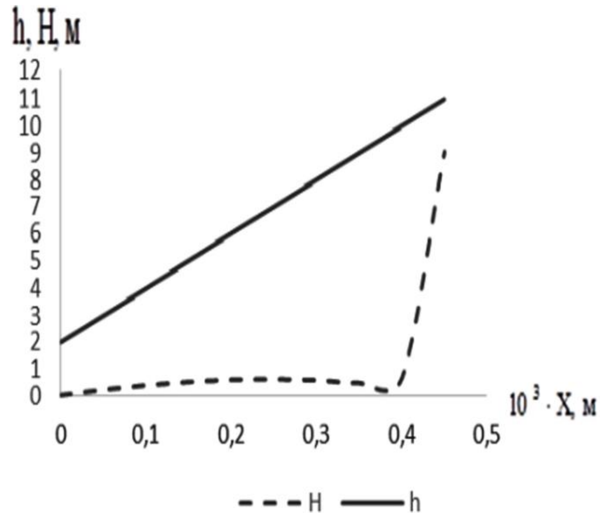

Fig. 3. Change in the level of groundwater and pressure water along the length of the layer (forecast for 90 days).

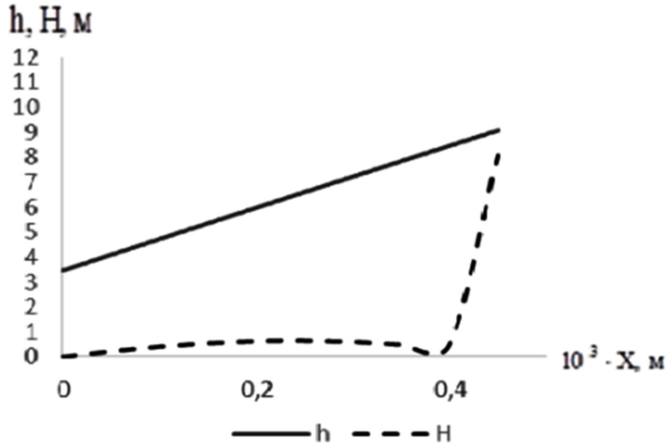

Fig. 4. Change in the level of groundwater and pressure water along the length of the layer (forecast for 150 days).

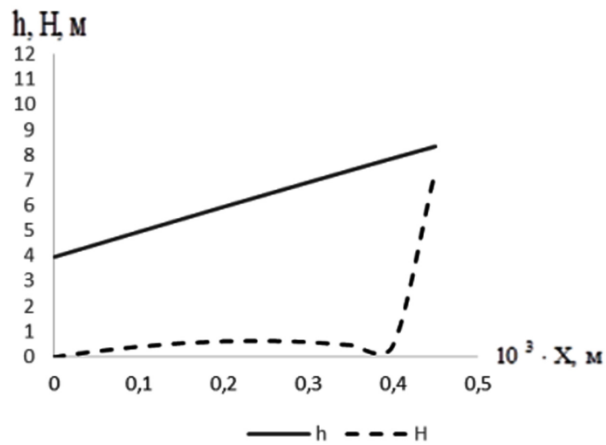

Fig. 5. Change in the level of groundwater and pressure water along the length of the layer (forecast for 180 days).

Figure 2 shows the results of changes in the levels of groundwater and pressure water over time for: $\mu^* = 0.3,\ \ \mu = 0.4,\ \ m = 4m,\ \ k_b = 0.9m/day,\ k = 0.8\ m/day,\ \ T = 0.2m^2/day,$ $\Delta x = 0.05км,\ \ t = 1\ month,\ \ \ f_i^{\ j} - \omega_i^j = 1\%$. As seen from the curves in Fig. 2, the groundwater level grows along the length according to a linear law, and the pressure water level grows slightly, but upon reaching the level $x \geq 0.4km$, it increases sharply.

From the numerical calculations performed (Fig. 3), it follows that the groundwater level along the length of the layer remains almost unchanged, and the pressure water level is under-estimated for x changing from 0.01 to 0.36 *km*, but for $x \geq 0.42$ *km* it grows according to a parabolic law. This pattern continues for the forecast time *t=5 months* (Figs. 4-5).

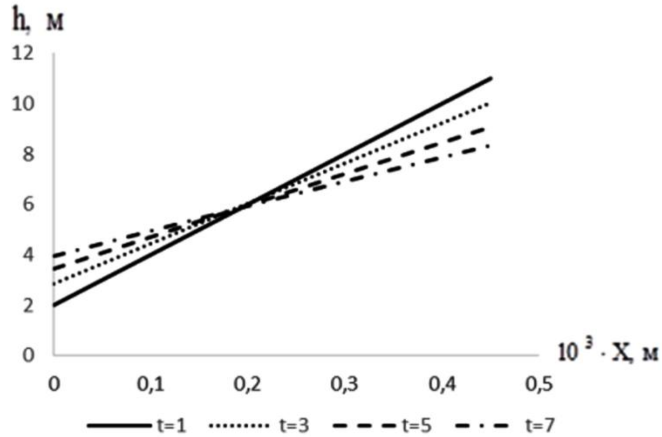

Fig. 6. Change in the groundwater level over time for $\mu^* = 0.3$, $\mu = 0.4$, $m = 4m$, $k_b = 0.9 m / day$, $k = 0.8\ m / day$, $T = 0.2 m^2 / day$, $\Delta x = 0.5 km$, $t = 1;3;5;7\ month$, $f_i^j - \omega_i^j = 1\%$.

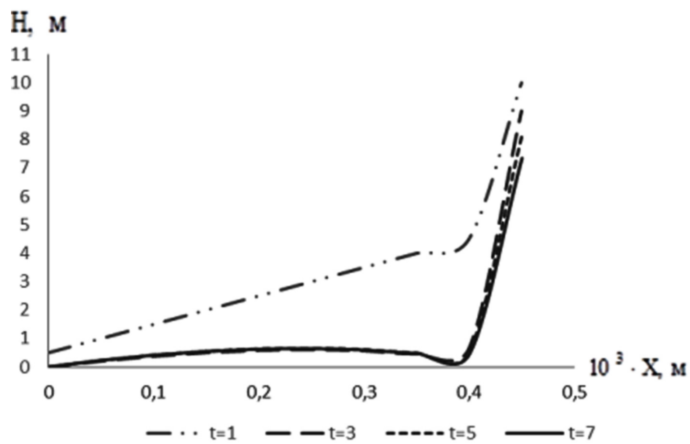

Fig. 7. Change in the groundwater level over time.

Numerical calculations performed on a computer (Fig. 6) show that the groundwater level decreases over time and becomes uniform in length. They show that this process significantly depends on the coefficients of filtration and water loss, the thickness of the separating layer, and external sources.

This pattern is observed in the change in the level of pressure waters along the length and over time (Fig. 7). As seen from the curves in Fig. 7, the change depends on the coefficient of elastic water loss, the thickness of the separating layer, the filtration coefficients, and the filtration conductivity of the main horizon. With an increase in the coefficients of filtration and water loss, the level of pressure water along the length of the layer begins to be uniform at all points.

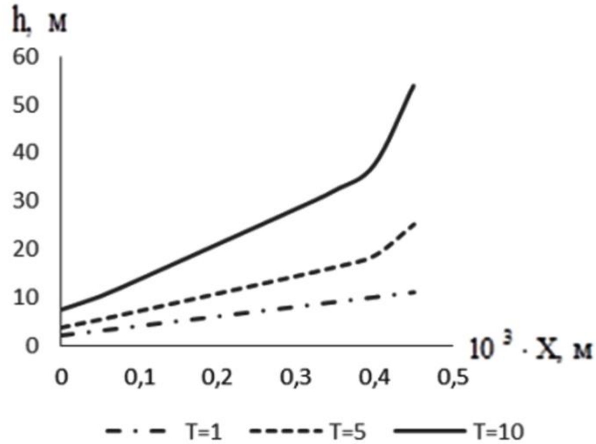

Fig. 8. Change in the level of groundwater for different values of filtration conductivity of the main horizon (at $T = 1;5;10\,m^2 / day$).

Computational experiments (CE) conducted on a computer, for various values of filtration conductivity, showed that with an increase in the value of this parameter, the level of groundwater decreases along the length. This is especially seen at $T = 10\,m^2 / day$ (Fig. 8).

CONCLUSIONS

An analysis of the CE conducted on a computer showed that the level of groundwater grows over time along the length according to a linear law, and the level of pressure waters changes insignificantly. Then, at $x \geq 0.4km$ it grows sharply along the length of the considered area of groundwater filtration.

Numerical calculations have shown that the change in the groundwater level significantly depends on the coefficients of filtration and water loss, the thickness of the separating layer and external sources, and the level of pressure water depends on the coefficient of elastic water loss, the thickness of the separating layer, and the filtration coefficients and filtration conductivity of the main horizon.

CE conducted for different values of filtration conductivity showed that with an increase in the value of this parameter, the groundwater level decreases along the length.

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ADVANTAGES AND DISADVANTAGES OF USING TED TALKS AS AUTHENTIC MATERIAL

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ABSTRACT

This article is based on the field of methodology of teaching foreign languages. This article discusses importance of authentic materials, advantages and disadvantages of using videos called TED talks as authentic material in foreign language teaching.

KEYWORDS: *Authentic Material, TED Talks, Teaching Languages, Video, Presentation, Language, Listening Comprehension, Subskill*

INTRODUCTION

In Uzbekistan ELT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required. In Uzbekistan the multistage model of FLT has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It isrelated to the well-known multilevel model of FLT in the foreign countries.[1]

Technology is an effective tool for all teachers and students worldwide. A variety of methods may be achieved via the use of this tool. In the case of students, instructors, and parents, free internet resources, educational materials, and other chances for effective learning may be quite beneficial. Both learning and teaching are made more exciting and meaningful by the use of technological resources, and if students and teachers use it appropriately, useful learning outcomes can be gained.[2] Numerous educational advancements, particularly in teaching languages, have been made possible due to the fast progress of technology. Audiovisual aids, including films and shows, songs, and Power Point presentations, are frequently used in EFL classrooms to supplement textbooks and other interactive activities to promote student agency, autonomy, communication, and connection to a particular idea. EFL Teachers are increasingly turning to these resources to help them convey and create successful courses.[3]

The role of technology in the present era of education is facilitating learning through different types of tools. One of these tools is videos. According to Brook[4], videos are a significant tool for language teaching and learning since they raise participants' awareness, offer realistic resources, and encourage learners to participate more actively in the courses. Videos serve as genuine resources in which learners may examine how language is used in real-life situations and learn from their mistakes. It is indeed a massive benefit to use video resources since they are made by and for native speakers, such as movies and TV shows, as well as music. It is possible to utilize videos in various instructional and teaching environments, such as instructional settings, as a means of displaying knowledge, as a platform for debate, as an aid to self-study, and as an assessment tool.[5]

One subcategory of videos is TED (Technology, Education, Design) Talk videos that are claimed to be of utilization not only by many learners but also by many school teachers.[6] TED Talks may help learners become more aware and critical thinkers, but they can also help instructors present knowledge and communicate with their learners more quickly. Many elements contribute to TED Talks' educational benefits, including the accessibility with which they can be accessed in many languages, the quality of the information, and the precision it is presented. Aside from subtitles and transcribed translations in the native and target languages, speech rate modification is also helpful for students.[7,8]

Starting from the assumption that authentic materials are crucial in teaching/learning a foreign language, this paper is an attempt to analyze how such materials can be used in the particular situation of teaching/learning, especially since our access to materials designed for native speakers of English/German/French is virtually unlimited, due to various reasons. We have laid special emphasis on the internet, since we consider it to be an extremely useful and convenient resource.

There are lots of resources available to English language teachers today: from textbooks to online teaching tools, they can all aid and enrich English lessons. Many teachers also introduce authentic English material into their lessons to expose learners to the language as it is spoken in the real world.

Generally, the "authentic" in authentic materials simply means that the text, video, or audio material has not been created with English language teaching in mind. It is considered that authentic material is any material written in English that was not created for intentional use in the English language classroom. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners.

The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practise English in their own time. Remember that it isn't limited to articles from newspapers and magazines. Songs, TV programmes and films, radio and podcasts, leaflets, menus – anything written in English constitutes authentic material.

In fact, the term «curriculum» includes the totality of the knowledge that is expected to be imparted to the learner in a school, lyceum or college. It provides a comprehensive plan on which the entire system of learning and teaching can be based. Hence, the curriculum should plan the use of receptive and productive skills, mastery of vocabulary, and acquaintance with the culture and literature of the people who use English as their first language.[9]

The effectiveness of teachers' pedagogical activity, at first, depends on acquiring the ideas of modernization. A modernization means: 1) changing the goal and results of education; application of modern methods and technologies in practice o f teaching/learning; reworking out the state standards and curricula for EL teaching and learning. Thus, all components of methodical system of ELT should be modernized, particularly:

1) Approaches and principles to EL teaching and learning;

2) Goals of teaching and learning;

3) Content of EL teaching and learning;

4) Aids, methods and techniques;

5) ways and forms of control of the results of EL teaching and learning.[10]

Looking at TED Talks itself, they are influential videos from expert speakers on education, business, science, technology and creativity. TED (means Technology, Entertainment, Design) is dedicated to researching and sharing knowledge that matters through short talks and presentations. Its goal is to inform and educate global audiences in an accessible way. Scientists, researchers, technologists, business leaders, artists, designers and other world experts take the TED stage to present "Ideas worth Spreading": valuable new knowledge and innovative research in their fields. These TED talks are filmed at our flagship TED conferences, independent TEDx events, partner events and salons held in our NYC World Theater.

Moreover, TED talks are short talks given by speakers on a wide range of subjects. They are a great way to discover new ideas and learn something new in a quick and fun manner.TED events are held all over the world and involve a day or two of 20-minute talks on any given topic. TED talks are topical, relevant and interesting, and are usually poignant or motivational. Whatever the interests of your class, you are bound to be able to find a TED talk to suit their needs.

TED talks are considered as great examples of authentic language, ready to be used in the classroom. Using authentic texts exposes the learner to genuine, natural language which hasn't been manipulated to suit a particular language level, like the texts in course books. What's more, learners enjoy using authentic texts because at the end of the lesson they can appreciate they can fully understand a completely unaltered text and, more often than not, they're more interesting than course books.

TED Talks can teach students about how to think critically about new or difficult information which is a skill that will benefit them almost immediately. Listening to experts present can also help them grow as a leader by providing them with advice about how to lead others and themselves with confidence.

There's something incredibly powerful about learning something new in just a few minutes, and many TED Talks provide important insights about well-being from a range of speakers, each with unique experiences and stories to share. We've gathered some of their speakers' most meaningful and actionable insights here, so you can discover smart tips on relieving stress, fighting your inner critic, reframing your failures, and more.

When it comes to the advantages of using TED talks in FLT process, I can point out that they are numerous. They help language learners not only interest their subjects, but also improve their language skills such as listening, writing, speaking, vocabulary, etc. altogether.

Listening comprehension is the ability to comprehend spoken words in various ways, to name a few, a working knowledge of speech sounds, particular word meanings, and sentence structure. Listening comprehension is the listener's capacity to comprehend and repeat back what they have heard, even though the listener may just be repeating the noises. Developing interpretation from context information and present knowledge is an evolving process in which the listener relies on a variety of strategic resources to complete the job requirements.[11]

Efficient communication is dependent on the ability to listen. According to Hamouda, listening comprehension is a process of interaction in which listeners communicate with one another actively and generate meaning. During the construction of meaning, learners make use of their content and subject knowledge and their understanding of the English language, which includes phonology, grammar, and discourse.[12] Despite its critical role in communication and the fact that L2 learners often struggle with listening, this oral receptive talent has received little attention in the academic literature.

Using TED Talks as an authentic source has some advantages that can improve listening comprehension. According to Park and Cha[13], TED Talk videos are authentic and interesting since they involve many topics such as entertainment, technology, design, science, business, and universal issues. In addition, TED Talks are useful materials for English teaching since they catch students' attention and get them more familiar with uses of English language in real contexts.

Pronunciation plays a special role in the content of language material. Pronunciation mechanism envelops three parts as hearing (acoustic), uttering (motor) and meaning (semantic). Mastering phonetic side of the language, i.e. mastering pronunciation sub-skill is one o f the core conditions of successful communication.[14]

Teaching vocabulary is a very important objective in the curriculum. According to psychologists, human beings learn the life experiences by words, because thoughts are made by words. Word is a central unit of a language: language first of all is the system of words. Without a sufficient vocabulary, students cannot communicate effectively and express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning. Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express is the most frustrating experience in speaking another language. Without doubt vocabulary is not the only thing you have to know about the language. Other levels of language (grammar, phonetic, phonological, and stylistic) are also important.

The necessity o f vocabulary enrichment is pointed out in curriculum. Fortunately, for students and teachers, the most vocabulary growth takes place through incidental learning, that is, through exposure to comprehensible language in reading, listening, speaking, audios and videos and so on. It is necessary to study both theoretical and practical approaches to teaching vocabulary. Thus, knowing the vocabulary selecting criteria is significant for an effective learning.[15]

Speaking as a skill of oral communication is considered one of the speech activities. Speaking is an integral part o f oral conversation. Speaking is the use o f a certain lexical, grammatical or phonetic phenomena in the aim o f expressing the idea. The proverb «First think then speak» proves this idea. So verbalization of ideas is speaking skill.

Teaching speaking in English is considered as a medium practical goal, i.e. at the beginning stage of the education students learn speaking and listening but reading and writing used as a means of teaching. At the higher level, when reading and writing becomes a goal, speaking turns into a means o f teaching. Speaking has three functions: a means o f communication, a means o f teaching and practical aim of teaching.[16]

Here we can see some advantages of TED talks:

They Will Teach Something. Each time we listen to a TED Talk, we will discover something new. There are truly hundreds of talks that have been done by experts like Bill Clinton, Bill Gates, Jane Good all, or James Cameron. TED Talks cover an entire range of ideas, some of which we may be aware of, while others will teach you something you may have never considered before. Unlike the click bait we may come across on the internet, these talks highlight innovative and intriguing ideas backed by experts in the field. It is very likely that we will come across an idea or topic that we have never considered before. Chances are, some of the topics may seem completely obscure, but TED carefully selects charismatic lecturers to help ensure you that the information you are getting is reliable.

Inspire Conversation. Conversation is the root of how we communicate as humans. After we listen to our first TED talk, it is likely that we will be fascinated by how eloquently the speakers are able to present their ideas. Noticing how these experts express their thoughts is a great resource for refining our own public speaking skills. Listening to highly trained professionals speak provides fantastic examples of how to present information to others in a succinct and articulate way. In fact, we may discover that you want to share some of your newfound knowledge with our friends and family. TED carefully selects presenters and topics that will spark conversations amongst listeners.

They Provide Motivation. Many TED Talks come from presenters who have overcome incredible odds to achieve incredible goals or inspire change in the world. It is likely that you will experience this within the first couple of talks we tune into. Hearing their stories will motivate us to reevaluate your personal goals and set new ones that may challenge you more than we would have previously thought. A great time to tune into TED Talks is when we are finishing up or beginning your day. These short videos provide inspiration to start our day off on the right foot or help close out our day the right way. Since these talks are shorter than most podcasts, we can easily listen to them through your headphones while in traffic or on the bus to get a quick dose of motivation. Additionally, watching these TED Talks will also inspire us to pursue our personal passions and academics with confidence. Hearing these experts share how they followed their own passions will leave us feeling excited to chase after our own!

They Provide Awesome Advice. If we are looking for quick advice, TED Talks are a fantastic option! One of the best TED Talks to listen to is Amy Cuddy’s “Your Body Language Shapes Who You Are”. Her talk teaches listeners how to exude confidence in their daily lives. Cuddy takes time to show her “power pose”, which she discovered to boost confidence during a tense or stressful time. Cuddy’s video is just one example of many different talks that can provide advice for any questions we may have or difficult situations you are facing.

They Will Expand Perspective. TED Talks are jam packed with knowledge to challenge and expand our perspective. Tuning into talks about topics or ideas we have never considered causes us to apply what we learn to the circumstances in our own life. Applying what we learn from TED Talks may also help us discover that we may not always know what we are talking about. Instead, these presentations teach us to listen first and then consider the information presented to us before drawing any sort of conclusion. This is a life skill that will last us long past our high school days and will benefit us for years to come.

They Will Improve Skills. Listening to TED Talks can help us improve the skills us will need either in high school or need to adopt in order to be successful in college. TED Talks can teach us about how to think critically about new or difficult information which is a skill that will benefit us almost immediately. Listening to experts present can also help us grow as a leader by providing us with advice about how to lead others and ourselves with confidence. Additionally, TED Talks can help us get a head start in learning how to think, act, and approach a difficult or uncertain situation in a professional and mature way. This skill will be very important to rely on in college and will help to maximize our academic and personal experience in college.

Although TED Talks are of great importance in FLT and has a lot of advantages, there are a few considerations to bear in mind when using TED talks, as there are when using any authentic materials. Firstly, make sure the content is appropriate and relevant. Consider the learners in your class and make sure they won't be offended or bored by the talk. Secondly, watch the talk first and consider whether the speaker is speaking too fast or has a difficult accent. Usually we would use TED talks with older learners and learners from Intermediate and upwards to take into account these issues because if it is too difficult, for whatever reason, it will prove demotivating for your learners.

Another disadvantage of TED talks is the length. Because it's so short, the information presented isn't very comprehensive. Often, points of argument are left unsaid or not justified, which could affect the ethos of the speaker. To the general public, though, the speaker probably wouldn't have to worry about that. Most people aren't experts on the topic being spoken about, so it's not like they can find many holes in the argument.

Considering all ideas and explanations, it is very crucial to conclude that TED talks is the best option for all teachers and language learners. They have a great number of positive sides and some disadvantages which can help everybody to improve their language skills through different ways. All in all, I think that if they are used in an appropriate way to teach foreign languages, they can be more useful and effective authentic materials that everybody wants.

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THE IMPORTANCE OF STYLISTIC DEVICES TO EXPRESS FIGURATIVE MEANING

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ABSTRACT

The purpose of this article is to illustrate some stylistic device which help to make figurative meaning in the text. Firstly, it shows the differences between several stylistic devices as well as their similarities. Next, it illustrates concepts about the importance of figurative meaning in speech and stylistic devices.

KEYWORDS: *Stylistic Devices, Stylistic Elements, Metaphor, Allegory, Derivative Meaning, Figurative Meaning*

INTRODUCTION

The world is becoming globally the same and communication is one of the main parts of human life in this world. To have good contact with each other people have learned the text and its functions in the language. The passage or text can be flourished with the help of different parts of speech or stylistic devices. Moreover, a speaker can use various types of stylistic devices to fulfill his speech or to have interesting meaning to the speech. In this case, several questions come up to the mind like what are stylistic devices? or why do we need them in speech or a text? What is derivative or figurative meaning of the text? How are the stylistic devices and figurative meaning connected with each other? This article discusses the mentioned questions with hoping to add little contribution to the research works on the figurative meaning.

MATERIALS AND METHODS

Stylistic devices can be considered as effective speech maker or creative ways of using language. According to the stylistic devices definition given in the website (https://study.com/learn/lesson/stylistic-devices-concept-examples.html), stylistic devices add an additional dimension to language beyond its literal meaning. [6.1] Stylistic devices can be called rhetorical devices too, since they are often used in rhetoric, the discipline that covers effective and persuasive language use. Stylistic devices can also be called figures of speech because they often involve non-literal or figurative language. Stylistic devices are mostly used in figurative meaning of the text so they have meaning under the meaning which are very handy to use in literal texts.

Stylistic devices can be studied in the context of literature, where they are frequently employed by writers, furthermore, they can be used in short texts that can appear in everyday life. Also, stylistic devices can be used in mass media language to emphasize the meaning, to attract the consumers' attention as well as to have a good business. Stylistic devices can also occur in rhetorical contexts, such as speeches, and in everyday conversation which mentioned above. Oftentimes, people employ stylistic devices without even realizing it using them in their speech. There are many reasons writers use stylistic devices or stylistic elements. Broadly speaking, a stylistic device can make a statement or description more interesting or meaningful. Stylistic devices allow a sentence to say more than it seems to and can be assumed as a way to express ideas that add to the literal meaning that is conveyed. Stylistic Elements are also a way to add variety to language and express familiar concepts in new ways. Stylistic devices might increase the vividness of a description or the strength of a reader's emotional response. Finally, stylistic devices can be used simply because they make a text more enjoyable to readers. There are various types of stylistic devices. The following subheadings provide stylistic device examples for the most well-known types.

Originally, Stylistics is the study of textual meaning. Historically, it arose from the late nineteenth and early twentieth century. Russian formalist approach to literary meaning, which endeavored to identify the textual triggers of certain literary effects from their structures. As a result, for much of its history, stylistics has been concerned with the style, and consequent meaning, of literary works. However, the burgeoning of modern linguistics in the early part of the 20th century and the simultaneous rise of mass media (newspapers, radio, and television in the first instance) led stylisticians toward two new concerns. It is also worth noting that the increasing use of computational methodologies borrowed from corpus linguistics means that today it is possible to examine not only fore grounded, but also background features of style. Meanwhile, stylistics has continued to follow the "new" sub disciplines of the field (sociolinguistics, pragmatics, psycholinguistics, etc.), as well as developing connections with other disciplines, notably psychology, to develop a range of more subtle tools of analysis to understand how the texts that are its central concern make meaning. [2.1]

RESEARCH AND DISCUSSION

Simile is assumed the first and foremost essential stylistic device as it is the easiest stylistic device to identify and signaled by the usage of the words "like" or "as". A simile is a comparison used to attract the reader's as well as listeners attention and describe something in descriptive terms. For example: " From up here on the fourteenth floor, my brother Charley looks *like* an insect scurrying among other insects." (from "Sweet Potato Pie," Eugenia Collier)

Metaphors are nearly the same as simile however there are several differences between them. A metaphor is a comparison that does not use the words "like" or "as". Metaphors can span over multiple sentences. Metaphor are a bit complex than simile as they have not got the key words like "as" or "like". For instance, "That boy is like a machine." is a simile, but "That boy is a machine!" is a metaphor.

Having a look next stylistic device that is mentioned as a good helper for making figurative meaning in speech, synecdoche occurs when a part of something is used to refer to the whole. Many examples of synecdoche are idioms, common to the language. For example: Workers can be referred to as 'pairs of hands' and a vehicle as one's 'wheels'.

Metonymyis similar to synecdoche, but instead of a part representing the whole, a related object or part of a related object is used to represent the whole. Often it is used to represent the whole of an abstract idea. As a good example the following sentence could be given: The phrase "The king's guns were aimed at the enemy," using 'guns' to represent infantry.

The word 'crown' may be used metonymically to refer to the king or queen, and at times to the law of the land.

Another stylistic device , called “personification” is a handy way to make figurative meaning of the text or speech. Actually, personification is a stylistic device giving human or animal characteristics to inanimate objects. For example: The wind whistled through the trees. (in fact, wind cannot whistle, humans whistle.)

Apostrophe is also nearly the same as “personification” but direct. The speaker addresses someone absent or dead, or addresses an inanimate or abstract object as if it were human.

A symbol may be an object, a person, a situation, an action, a word, or an idea that has literal meaning in the story as well as an alternative identity that represents something else. It is used as an expressive way to depict an idea. The symbol generally conveys an emotional response far beyond what the word, idea, or image itself dictates.

A heart standing for love. (One might say "It broke my heart" rather than "I was really upset")

A sunrise portraying new hope. ("All their fears melted in the face of the newly risen sun.")

Allegory is also very essential to create figurative meaning of a speech. An allegory is a story that has a second meaning, usually by endowing characters, objects or events with symbolic significance. The entire story functions symbolically; often a pattern relates each literal item to a corresponding abstract idea or principle. Although the surface story may have its interest, the author's major interest is in the ulterior meaning.

Imagery is a type of stylistic device and it is when the author invokes sensory details. Often, this is simply to draw a reader more deeply into a story by helping the reader visualize what is being described. However, imagery may also symbolize important ideas in a story.

CONCLUSION

In conclusion, figurative meaning is based on stylistic devices and stylistic devices are based on creating figurative meaning to a speech. So these two concepts fulfill each other. Stylistic devices occur often in all kinds of literature. For instance, in Shakespeare's play The Comedy of Errors, Antipholus states that "I to the world am like a drop of water, / That in the ocean seeks another drop." This is a simile because Antipholus claims to be similar to a drop of water in order to represent his internal state. Another example of a stylistic device is the line, "All the world's a stage," from Jaques in Shakespeare's play As You Like It. This is a metaphor because the line doesn't literally mean that the world is a stage, but rather is a way of noting similarities between life and theatre. So the stylistic devices can be seen in both short sentence or in a big novel too. As mentioned above there are a great number of different types of stylistic devices. Frequently used devices include metaphor, when a writer acts as if two clearly different things are the same so that they can be compared, or simile, when a writer states that two quite different things are alike for the sake of comparison. Or allegory when a speaker tries to show a person or his character with the help of animated animals or things. Other stylistic devices include personification, hyperbole, oxymoron, allusion, alliteration, and anaphora.

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THE LEARNING PROCESS OF FOREIGN LANGUAGE

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ABSTRACT

The article discusses the main challenges in learning of a foreign language in non-linguistic institutions. The basic methods and principles of the organization of educational process are studied. In addition the motivation, which is directly related to the efficiency of learning, methods of forming the students' motivation for mastering foreign language during school and extracurricular process, because any learning process is based on the desire of the students to get some new knowledge of foreign language and foreign culture.

KEYWORDS: *Learning Process, Foreign Language, Problems, Methods, Principles, Motivation, Aims, Learning, Challenge.*

INTRODUCTION

The process of teaching foreign languages in non-linguistic universities (i.e. a higher educational institution where a foreign (English) language is not a profile language) primarily reflects the history and process of changing approaches and priorities to teaching a foreign (English) language in search of the most effective and acceptable scientific and methodological activity. However, this process of teaching a foreign (English) language in higher educational institutions must be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society. The opinion and assertion that the knowledge of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by Russian society. The use of a foreign (English) language for professional purposes has become a necessity for engineering specialists whose activities are directly related to the global market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant force us to move from simply accepting this statement to its full acceptance and implementation. In practice, however, we can state that the level and quality of training of engineering specialists does not always meet the requirements. One of the factors complicating the entry of our engineering specialists into the global market is the low level of foreign (English) language proficiency. In the current modern conditions, a foreign (English) language should not be considered as a secondary discipline, but as a necessary tool for professional activity, since academic and labor mobility, common international educational standards, joint international research and production activities are impossible without a high level of foreign language proficiency (English language [1.1].

Materials and methods

When analyzing students' mastery of the level of foreign language proficiency, it was revealed that international criteria, and the criteria for the requirements of the state educational standard of higher education, require a higher level of foreign (English) language proficiency for students [1.2].

In connection with all of the above, we can single out the main barrier that affects the acquisition of a foreign language - the low quality of foreign language competence of applicants. Linguistic or linguistic competence involves the possession of a system of information about the language being studied at different levels - phonetic, lexical, word composition and word formation, morphological, syntax level of a simple and complex sentence, stylistic [2.1].

A student has linguistic competence if he has an idea about the system of the language being studied and can use this system in practice, using all morphological and syntactic transformations in his speech. However, in practice, students who entered a technical university do not have basic foreign language knowledge, skills and abilities. Unfortunately, this trend is typical for all institutions that provide training for bachelors and masters in non-linguistic areas. Without a solid base of formed language skills and abilities, which we talked about above, it is impossible to develop conversational skills, terminology, fluent reading and other communicative, linguistic and intercultural competencies [3.1].

However, the goals of universities should not include teaching a basic level of a foreign language. This task must be solved at the stage of school preparation, which is why continuity and consistency in the reform of general and vocational education is so important. Despite all these problems, the departments of foreign languages of universities are looking for ways to most effectively teach a foreign language and a professional foreign language with a minimum number of hours allocated for this discipline and a low level of language proficiency among school graduates. Thus, the institutes have put into practice the distribution of students into subgroups in accordance with their level of foreign language proficiency, which is determined in the first classes by testing methods. This allows, within the framework of one program, to provide the most effective teaching of a foreign (English) language both for students who know the basic level of the language, and for the advanced level [3.2].

An important role in mastering the studied language is played by independent work of students, for which mandatory hours are allocated in the work program. Classroom hours allocated in the basic cycle for teaching a foreign language are used in the first two years of study and are spent mainly on “pulling up” the language level of the majority of students [4.1].

RESEARCH AND DISCUSSION

For most of them, the question of learning a professional foreign language is not at all worth it. Such a number of hours is clearly not enough to master all the competencies that are required from today's youth. Often, the problem of the lack of classroom hours is solved by the so-called variable component, which involves the conduct of practical classes in a professional foreign language by teachers of specialized departments. Such classes, as a rule, are devoted to the consideration of problems directly related to the profile of training, and involve the discussion of these problems at a higher, professional level [5.1].

Therefore, as one of the solutions to this problem, a large amount of educational material in a foreign language is submitted to the independent work of the student, which he must perform outside the classroom. For this, Internet versions of independent works of various levels have been developed, both for first-year students and for students studying a professional foreign language.

Also, the insufficient motivation of students to master a foreign language plays an important role. Motivation, as you know, is directly related to the effectiveness of training [6.1]. Any cognitive process is based on the desire to learn a foreign culture. Low motivation to learn a foreign language is largely based on the negative experience of learning it at the level of secondary education. Students, having entered a university, often do not see the scope of a foreign language in their future profession, as they simply do not yet imagine their professional future. Low motivation to learn a foreign language is also due to the limited use of it in educational, industrial, as well as in real life conditions. And here for the university, for specialized departments and departments of foreign languages, there is a wide field of activity in the field of establishing international educational and research contacts, joint international projects, academic exchanges, etc [6.2].

Another effective (in terms of increasing student motivation) method is projects, festivals, theaters, scientific and practical conferences, which are organized on the basis of the institute by departments of foreign languages. This type of event not only increases the motivation of students to learn a foreign language, but also contributes to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future specialist. It should be borne in mind that all extracurricular activities require a lot of time to prepare. But even participation in competitions with a minimum language component gives the student a sense of achievement, which is multiplied in case of winning a prize. Success and attracting attention are associated with the English language, which contributes to the growth of motivation. This growth is especially noticeable in the case of group work of students in preparing speeches. Joint creativity unites and gives additional importance to the unifying principle, which, in particular, in the conditions of the competition, is the need to master certain linguistic phenomena, no matter how insignificant they may be [6.3] .

CONCLUSION

Undoubtedly, the solution of this problem requires a comprehensive, systematic approach, which involves reforming the systems of general and higher education. The experience of teaching a foreign (English) language and a professional foreign language in universities shows the need to increase the number of hours devoted to studying the latter, the introduction of intensive teaching methods and technologies that are as close as possible to real communicative situations of professional and academic orientation, ensuring the continuity of language training between juniors and seniors undergraduate and graduate courses. Close cooperation with specialized departments is an important condition for the quality training of students of technical universities in a professional foreign language.

Partially, the solution of these problems is within the power of one department of foreign languages, however, without serious analysis, full interaction with the professional department and modernization of the language training system as a whole, their solution seems impossible to us.

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SOME PECULIARITIES OF ENTRIES AND INTRODUCTORY SENTENCES IN A SHORT TEXT

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ABSTRACT

Text is crucial part of the speech whether it is oral or written information. To give extra meaning to the text or to clarify the meaning of the text different ways are used in it. Entries and introductory sentences and their importance in a text or sentence are discussed in the following article hoping to add at least a little contribution to the linguistics.

KEYWORDS: *Words, Entry Words, Introductory Words, Specific Modal Segment, Emotional Segment, Expressive Segment.*

INTRODUCTION

Speeches and texts are among the most common forms of expression of thought. Introductory words, phrases, and combinations are used to give them additional meaning or to express emotion in writing. Introductory words and phrases are used as transitions to provide background details concerning who, what, when, where, why, and how. Introductory words and phrases are always offset by a comma and are used to show that two ideas are connected, but not dependent.

MATERIALS AND METHODS

In the modern English modal evaluative approach, introductory words (units) can be divided into types such as modal, emotional, and expressive segments.

1. Specific modal segment - these introductory words represent the logical evaluative attitude of the speaker in terms of the degree of accuracy of the message conveyed in the statement being made. In addition to modal words, the following units can be included in this type: in all likelihood, an all probability, to all appearance (s), to be sure, no doubt, beyond (all, any) doubt, without (any) doubt, needless to say , beyond all (any) question, for sure (certain) and others. Compare them in context: if we failed in finding that pool of bad water… in all probability we must perish miserably of thirst

2. Emotional segment. These introductory words represent as followings:

a) the emotional attitude of the speaker towards the thought,

b) the feelings and emotions of the speaker,

c) the experiences that describe the message conveyed, and

d) The various impressions (thoughts) generated by the content of the speech. The emotional segment includes: strange to say, no wonder, jokes start, happily, unbelievably, surprisingly, regrettably, curiously, oddly, strangely, peculiarly, ironically, seriously, and so on. Compare in context: Good . . . began to grow light-headed, and also, to my alarm, to spit blood.

3. Expressive segment. Introductory words (input units) that act as an expressive segment are: to convince the interlocutor, to confirm the correctness, authenticity, reliability of the opinion or to indicate the insecurity, skepticism, effectiveness, positivity, variability of the story, etc. , indeed, in (strict) fact, in effect, in reality, in point of fact, as a fact, as a matter of course, by all means, needless to say, no mistake about it, in no wise, not at all and so on. Compare in context: But surely you haven't felt like that? "Of course I have. This very night, for that matter"

The evaluation of introductory words (segments) is characterized by the fact that connotative semantics has a clear system. However, the reduction of the text as a result of the reduction of the final information in the text is of great theoretical and practical importance. First of all, we are talking about the reduction of the acquired information, the elimination of its various duplication. This means choosing a means of expressing an idea more concisely and more precisely (concisely).

RESEARCH AND DISCUSSION

It can be said that the tendency to eliminate acquired information is not introduced into language through external influences. This is an intrinsic, natural feature of language that is linked to language construction. If the means of expression had been dropped, the language would not have moved. The systematic use of additions indicates the reason for the emergence of a compound sentence. It is the occurrence of the laws of contraction (reduction) of a structural binary sentence that does not depend on the context. However, the contextual (context-specific) ellipse (drop of a component in a sentence) of a sentence can also be distinguished. The absence of this or that part of speech in the stated opinion also indicates that there is no need for it at the same time, because communication does not suffer from its absence.

Some introductory words which are commonly used in texts can be as following:

Frankly speaking / to tell the truth – is used to indicate the truth or reality

To cut it short —to make brief

So to speak,— to begin or to continue the ideas,

By the way — to add extra information that was forgotten and many other words like: "it goes without saying, as far as i know, indeed, in other words, however, so / well, besides / moreover, also, of course / certainly, in any case / anyway, always / at all, therefore, though / although, meanwhile / meantime, nevertheless, perhaps / probably" etc.

Taking all research activities into account, it can be considered that an introductory word is a word that expresses the speaker's reaction to the point being made, and such a phrase is called an introductory phrase. Introductory words and prepositions are mainly modal words and have the following meanings:

1. Confidence and affirmation: Of course, it is known, indeed, definitely, absolutely indefinitely.

2. Suspicion: Probably, probably, probably, probably.

3. Joy or sorrow: To my happiness, to my unhappiness, to my sorrow, to my sorrow.

4. To whom does the stated opinion belong: in my opinion, in my opinion, in his opinion, in his opinion, in his opinion.

5. The order of the stated opinion: first, second, next...

6. That the stated idea is related to the previous idea: that is, so, in general, the opposite, sometimes, otherwise, in short, as well as, in particular, mainly, therefore, in particular.

7. Affirmation or denial: yes, no, right.

If the introductory word or compound comes at the beginning of the sentence, then, in the middle of the sentence, on both sides, at the end of the sentence, a comma is placed before it: Finally, they are gone. They, in my opinion, are gone. Today they don't agree, apparently.(***Nihoyat**, ular jo'nashdi. Ular,* ***nazarimda**, ketishdi. Bugunularkelishmaydi,* ***shekilli**.*)

An introductory sentence is one in which the speaker makes additional comments on the point he or she is making. The introduction is used to supplement and explain the main idea. The introduction is usually separated by a comma: This, Salim says, was their main goal. If the introduction is widespread, it is separated by a hyphen or enclosed in parentheses: Mirzakarimboy was proud for some time, even if he did not brag to others (he hated boasting). The lobby, which must have been the hotel of the rich man, was dark. (the translation of given example: *Mirzakarimboy boshqalarga maqtanmasa ham* ***(maqtanchoqlikni yomon ko'rar edi)**, ba'zi vaqt ichidan faxrlanardi. Qabulxona -* ***bu er ilgari katta boyning mehmonxonasi bo'lgan bo'lsa kerak*** *- qorong'i edi.*)

The structural types of introductory sentences are: 1) one-headed: If you ask for that fat, I'll tell you, I don't agree with that. 2) with two main parts: Ibragimov, Kurbanota, by the way, enjoyed the flowers in his knowledge.

CONCLUSION

In conclusion, scientific works and textbooks on various branches of science and technology are written in a scientific style. The scientific method differs from other methods in that it is rich in scientific conclusions (rules, definitions) based on accurate data. In the scientific method, the specific scientific terms of each discipline are used, in which the words are used in their own sense, separate sections, introductory words, introductory compounds, which serve to reveal the content of the rule or definition, it is also used more in conjunctions. Simple sentences contain cohesive parts, stimuli, input and output devices, separate parts: adjectives, adverbs, and action systems, which complicate a simple sentence both formally and semantically. Such sentences are called complex simple sentences. Introductory devices do not interact syntactically with any part of speech. They represent the subjective attitude of the speaker to the whole or part of the sentence. Words that are separated from a group of words and express only modal meanings (e.g., apparently, therefore), words that are not separated from a particular word group, and words that are used as part of speech (in short, true, apparently, the end) comes as an input piece. Keywords consist of a single word and are associated with specific word groups.

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ENHANCING THE ROLE OF AUTHENTIC MATERIALS IN TEACHING PROCESS

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ABSTRACT

Teachers sometimes struggle to discover adequate learning resources while teaching reading. Students spend extended hours in the classroom without suitable reading texts, resulting in low reading comprehension outcomes. The purpose of this study is to describe pupils' reactions to the usage of actual material. This study adopts the descriptive qualitative technique because it provides a clear explanation of the study.

KEYWORDS: *Authentic Materials, Communicative Approach, Teaching, Second Language, Mass Media.*

INTRODUCTION

Because of the differences in goals, English instruction in Indonesian vocational schools differs from that in other high schools. The Indonesian Ministry of Education and Culture creates separate curricula for both schools. The curriculum designed for vocational schools contains more useful components than the curriculum designed for regular high schools. However, similar to other types of high schools, English instruction in vocational high schools emphasizes four skills: listening, speaking, reading, and writing.

The ability to read is one of the most significant aspects of learning English since it allows us to develop science and receive the most up-to-date information. Reading is something we do every day, and it is an important part of our lives. It is something we take for granted, and it is often considered that everyone can do it (Berardo, 2006).

However, many children struggle with reading comprehension in general. For example, they have difficulties reading the text and grasping the major concept of the text; they understood how to pronounce the term but did so without understanding its significance.

Some students attempted to comprehend the book by reading it several times, but failed because they could not understand its significance. As a result, the pupils were unable to gain positive impressions from the literature they read, and they were unsure of why they were reading. According to the researcher's observations, children struggle with reading comprehension since each student has a distinct baseline knowledge. For example, they may struggle to grasp and locate the primary concept in a book. They comprehend how to pronounce the term but not the sense of the phrase read. As a result, teachers must have adequate materials on hand to assist pupils with reading comprehension. The content used should pique pupils' interest in reading.

Authentic materials

Authentic information is drawn from real-life sources and is not intended for teaching or learning purposes. According to Tatsuki (2006), the term "authenticity" is synonymous with "genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices." According to MacDonald et al. (2006) content, if there is a correspondence between the texts used in the classroom and types of texts used outside the classroom, then such texts can be called authentic. Authentic texts include a newspaper story, a rock song, a novel, a radio interview, and classic fairy tales. Furthermore, MacDonald claims that similar materials may be found on television, newspapers, and magazines.

The genuine teaching resources prepare students for encounters with real-life language outside of the classroom. Authentic teaching resources are those that were not expressly developed for classroom usage, but rather for use in real-life circumstances. In addition to using genuine instructional materials, teachers in communicative language teaching classrooms must create objectives and activities that represent actual language use in real-life settings. Group and pair work, for example, are beneficial in communicative language instruction because they allow learners to communicate ideas through interaction. Thus, realistic instructional resources supplement teaching methodologies and encourage learners to engage in active language creation.

Authentic resources are important since they boost students' enthusiasm to study the target language.

In the mass media, information is extensively disseminated from one location to many others. People naturally utilize and apply their language in such media in the same way that they communicate and use their language in their daily lives. Using genuine resources in the classroom has the primary goal of "exposing" pupils to as much real language as feasible. Furthermore, Apsari (2014) defines genuine writings as "real-life texts, not created for pedagogic procedures." Furthermore, Jacobson et al. (2003) describe genuine materials as printed materials that are utilized in classrooms in the same way that they would be used in the actual world.

Furthermore, observational data demonstrated that the usage of real materials enticed pupils to read. Students are encouraged to read for enjoyment and for communication so that they do not feel burdened by the obligation to respond to questions after they have read. Another advantage of using it is that kids have the opportunity to select reading books that they prefer. Furthermore, it allows students to collect it on their own and bring it into the classroom. In brief, by providing the students the sense that the objective of this reading is based on pleasure and satisfaction, students demonstrated the power of thrilling and liked the reading process, which enhanced their motivation

Providing actual cultural knowledge, providing exposure to real language, relating more directly to learner needs, and supporting a more creative approach to teaching all have a positive influence on learner motivation. Visually appealing and capturing the learner's attention, it is beneficial for students to understand cultural differences or to develop practical skills, as well as for students to learn about the culture of the nation where the target language is spoken. When students comprehend them, they build confidence.

They provide real cultural knowledge, exposure to natural language, a more tailored approach to learners' requirements, and a more inventive method to education.

Materials are important in the language classroom because they are the method by which the instructor facilitates learning that occurs both within and outside of the classroom. Because of the authenticity of the language and its direct relationship with the communicative language teaching method, genuine materials, that is, resources that have not been developed for teaching purposes, are potential learning tools. Despite the fact that researchers have contradictory views on the possible utility of real materials in the language classroom, it proved more relevant for our research team to investigate this topic in order to ensure the usage of communicative English courses at a foreign language school.

Nunan and Hedge both believe that authentic resources in the language classroom are not developed for language teaching reasons and do not contain "contrived or simplified language." Newspapers, periodicals, films, and maps are all excellent examples of real resources. Morrow goes on to say that "an genuine text is a stretch of actual language written by a real speaker or writer for a real audience and aimed to deliver a real message of some kind." This latter definition undoubtedly adds to the notion that language authenticity and genuine materials should be viewed within the context of foreign/second language acquisition as any type of spoken or written act that has no traces or indicators of language instructional intervention.

CONCLUSION

According to the findings of this study, students have a favorable attitude toward the usage of real materials. The findings from the questionnaire show that using real content might boost students' motivation to study English texts. They developed a greater interest in reading. Text in English. It might be because they have the option of picking the text to be read. Moreover, the pupils appear to like the reading process and are animated during the lecture.

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SELF-REGULATED LEARNING IN IMPROVING 8-GRADE STUDENTS' WRITING COMPETENCE IN SECONDARY SCHOOLS

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ABSTRACT

Writing competence provides students with communication and thinking skills, promotes their ability to describe and clarify their ideas to others, and allows them to communicate their thought with clearness and simplicity to a far greater audience. Self-Regulated Learning (SRL) can be used in order to equip students with effective writing skills by encouraging students' consciousness, motivation and knowledge about writing. This research attempts to explore whether SRL can improve learners' writing competence. It is a quasi-experimental research and the data was derived by using pre and post-tests in one group in secondary school. The results proved that learners' writing competence could be improved by using SRL in writing classes. The students gained better scores and results after they learned writing using SRL. It is suggested to stimulate learners' writing skills by introducing newest strategies that assist and involve students in learning writing.

KEYWORDS: *Self-Regulated Learning, Writing Competence, Strategy, Assessing*

INTRODUCTION

Nowadays, the government of Uzbekistan has been paying great attention to teaching English as a foreign language (EFL). Starting from the 2013/2014 academic year in Uzbekistan, the study of foreign languages, mainly English, gradually throughout the republic began with the first grades of secondary schools in the form of game lessons and speaking lessons, and starting from the second grade — with the assimilation of the alphabet, reading and grammar. Since the same academic year, teaching in higher educational institutions of the country of certain special subjects, especially in technical and international specialties, began to be conducted in foreign languages.It is worth noting the increasing attention to English teachers, in particular the gradual increase in their salaries and additional monetary rewards for those who achieve success in their work. This in turn increases the requirements for teachers in teaching English, the development of students' four skills, such as listening, reading, writing and speaking, the development of their critical thinking and creative abilities. This article is devoted to the development of independent writing skills among students, which is one of the most difficult skills for students to acquire.

Today's modern world requires students to master writing skills as it is essential for their future studies, jobs and daily life. Mastering writing skills allows students to express their opinion or ideas in written form that sometimes cannot be expressed through verbal communication [E. Özdemir and S. Aydın, 2015, I. Festas , A. L. Oliveira, J. A. Rebelo, M. H.Damião, K. Harris, and S. Graham, 2015] . In addition, writing can contribute to the development of learners' critical and creative thinking as they can communicate from various platforms and points of view [M. S. Bakry and H. A. Alsamadani, 2015]. Writing is a necessary tool for students to communicate, even though the internet and technologies are developed today, writing is still popular and needed.

Besides communication, writing has a significant role in the sphere of education. It has become irreplaceable skill in the learner transfer phase from high school into a university. In addition, writing is mobile and constant and makes students' ideas apparent, helps them express their personality. This skill helps students to maintain in the competitive school atmosphere.

Furthermore, students should follow several steps so as to get effective results from learning writing skills. These steps include planning, drafting, editing and final version. In the planning stage learners choose a topic for writing and think of an idea or a plan for their writing. In the next drafting step learners develop their ideas into writing by forming sentences. After drafting, learners are required to reread their writing and correct mistakes connected with punctuation, vocabulary usage and grammar. This editing step encourages learners to find and correct their problems. In the final step, learners revise their draft works and reach the final version of their writing.

Writing a composition assumes achieving certain components, and an assessment appears here as a significant tool to assist learners develop their writing skills [L. A. Lázaro, 2005]. Carrying an effective assessment will represent learners' work and their particular level of proficiency by which learners' skills and abilities will be evaluated. Assessment is a kind of criteria that should be revealed and implemented systematically to the learners' writing so as to ensure objectivity, decrease educators' prejudice and rise the value of writing [A. Muñoz, S. Gaviria, and M. Palacio, 2012].

Assessment rubric for writing includes content, an organization of the idea, grammar, vocabulary, and mechanics [A. Muñoz, S. Gaviria, and M. Palacio, 2012]. Content is about developing an idea related to the topic. Effective content design will attract the readers more. The next component in writing rubric is an idea organization which is very significant, as learners should understand what they are writing about. An effective construction of ideas will make writing meaningful and contribute to generate nice writing initiated by introduction, main bod and conclusion. If the ideas of the writer are well-organized, readers will find it easy to follow them. Correct grammar is also vital as not following grammar rules will make it difficult for readers to comprehend writers' work. In writing learners should think of selecting a suitable diction as well. Using a range of vocabulary not only helps students choose an appropriate diction, but at the same time will enrich literary and cultural values of the writing. Finally, according to the rubric learners will be assessed by their ability to use the rules of written language which are punctuation, spelling and capitalization.

It should be noted that acquiring writing skills, as a rule, requires more time and knowledge compared to others. Writing skill cannot be easily learned or improved which assumes that learners should have step by step learning to be able to create an effective writing work. Many students claim that it is difficult to develop an idea before starting to write a composition. In order to master writing skills learners should read a lot of various types of texts which help them to develop ideas. Scholars state that there is a connection between reading and writing, and that reading a lot assists students to generate ideas while writing. Reading can contribute to enrich learners' vocabulary and background knowledge which is so necessary in achieving effective writing. In addition, educators do not provide the students with the guiding strategy on step by step passage writing. In majority of schools educators present a few topics and tell the learners to write an essay on one of them. Without teachers' guidance how to write, learners may lose their motivation to write as they think of it as the most difficult task. Learners may seek for the ways of learning writing themselves but it can be unsuccessful.

Educators can apply a variety of strategies in order to motivate students to write and help them develop their writing skills [H. Jeremy, 2007]. Self-Regulated learning (SRL) is one of the strategies that can be applied to help students in acquiring writing skills. SRL refers to a learning skill that combines the process of teaching how to learn writing. In the process of learning writing learners perform some activities aimed to build and enhance their writing skills. First, learners identify their objective and arrange their plan. They select topic for writing and search for the information related to the chosen topic. They can read books, articles, texts and other sources do develop an idea for their writing and try draft writing. Next comes self-assessment step where learners evaluate their writing themselves. Self-reinforcement is the last step of the learning writing process where learners become confident enough to present or publish the final version of their composition [I. Festas and others, 2015]. SRL also encourages consciousness of the quality of learners' mental ability, knowledge, encouragement and beliefs [M. Nückles, S. Hübner, and A. Renkl, 2009]. Three significant regulatory strategies can be distinguished: (1) Planning refers to choosing appropriate cognitive strategies on the basis of a particular task ;(2) Monitoring consists of the understanding and performance of the task; (3) Assessment includes the ability to evaluate the effectiveness of the learning process and the quality of learners' product [M. Nückles, S. Hübner, and A. Renkl, 2009].

Applying SRL requires educators to present easily accessible materials to the students. Educators encourage learners to be independent by guiding them how to get ideas and develop those ideas into draft writing. Writing lessons should be conducted in a way that creates a pleasant atmosphere where learners do not feel frightened and anxious. During conducive lessons learners can feel relaxed and generate ideas for writing. In the works of scholars it is noted that learners show active participation in using the materials presented by their educators. When SRL strategies are implemented in class, learners have greater level of encouragement and believe in their abilities to get success in writing. [D. H. Iwamoto, J. Hargis, R. Bordner, and I.Chandler, 2017].The learners can learn to organize information before drafting. Learners monitor and comprehend the learning atmosphere which helps them to gain higher score in final writing exam [S. Abadikhah, Z. Aliyan, and S. H. Talebi, 2018]. During applying SRL strategies learners' emotion, opinion and behavior are taken into account which makes learners comprehend the mental, emotional, and motivational elements of learning experience [M. S. Bakry and H. A. Alsamadani, 2015]. That is why, learners can create a better learning environment, develop good habits, enhance their skills, control and assess their abilities and increase their academic results. The fact that SRL lessons decrease learners stress and fear to do tasks is one of the important ones[D. H. Iwamoto, J. Hargis, R. Bordner, and I.Chandler, 2017]. In addition, motivational factor can have great influence on students' learning outcomes [S. Zumbrunn, J. Tadlock, and E. Roberts, 2011].

The issue of applying SRL in writing classes has previously been discussed by several scholars. According to the scholars SRL implementation in writing class helps students to comprehend better and motivates them to focus more. In a result, it enhances learners' English skills and enables them to get ready to perform more difficult tasks [S. Zumbrunn, J. Tadlock, and E. Roberts,2011]. Findings of another research say that SRL significantly influenced learners' writing competence; in particular, favorable impact has been observed in learners' essay writing skills. The researches claim that 8-grade learners were favorably involved in essay writing lessons and were able to improve their writing skills because of great interest in SRL classes [I. Festas, A. L. Oliveira, J. A. Rebelo, M. H.Damião, K. Harris, and S. Graham, 2015]. Moreover, SRL can positively influence academic writing skills of university students. SRL is also helpful for teachers to increase learners' academic writing skills [S. Abadikhah, Z. Aliyan, and S. H. Talebi, 2018]. This research explores the applying of SRL to enhance 8-grade students writing skills, and attempts to answer the following research question: "Can SRL enhance 8- grade learners' writing skills in secondary school?" It is estimated that using SRL in secondary school classes will positively influence the students' writing skills, and will contribute to the quality of their final performance in their studies.

Methods

The goal of the research is to identify whether using SRL in writing class will contribute to the improvement of students' writing competence, increase their motivation and decrease their fear and anxiety while accomplishing a writing task. The researcher attempts to answer the research question using a quasi-experimental research design. There was one group consisting of 20 8-grade students of one of the private schools in Tashkent. This group was given pre and post- tests as well as treatment between the two tests.

If we discuss the procedure of the research, it can be said that there is one research group. Before providing this group with treatment the researcher gives pre-test to the students so as to identify the level of their writing competence. After that, treatment is provided to the learners during several lessons, and at the end learners are given post-test. Students' scores are calculated to see if there have been any improvements in their writing skills or not.

Learners are asked to write a descriptive text, so a written test is an instrument for this experiment. In addition, a writing rubric is used to evaluate learners' works. The setting is one of the private schools of Tashkent which is the capital city of Uzbekistan. Research participants are 8-grade students; all of them are girls and have almost similar level of English language comprehension.

As was mentioned above in the paper there are 3 steps in SRL: (1) preparation, (2) performance and (3) reflection stages [Zumbrunn S., Tadlock J., and Roberts E.,2011]. In the first stage, the educator gives learners a descriptive text, and students work with the text using a graphic organizer; learners categorize its title, identify and describe the language features. After getting the necessary information for group work, learners discuss the topic and present it to the class. Then students work individually and do the same tasks on their own.

In the next performance step learners become able to write a descriptive writing. They select a topic which is provided by their teacher, and then with the help of graphic organizer they make drafting of their topic and go on their writing.

In the last reflection stage students present their ready writings and the educator provides them with adequate feedback on the basis of a rubric. At the end students make revision, and their final writing can be evaluated by giving a mark. When the session comes to an end learners are given a post-test.

Results

DATA ANALYSIS DEMONSTRATES LEARNERS' WRITING COMPETENCE BETWEEN PRE AND POST-TESTS IN TABLE 1.

	Number	Mean
Pre-test	20	75
Post-test	20	87

Table 1 provides information about the mean, median and standard deviation difference of two tests. It is clear from the table that the mean of pre-test is 75 whereas the post-test mean is 87. Results show that the post-test mean is higher than that of the pre-test. It means that students show higher achievement results after being given a set of treatments and learning writing by using SRL. It is stated if students use SRL, they can achieve better academic results [Abadikhah S., Aliyan Z., and Talebi S. H., 2018]. The experiment has showed that by applying SRL the teacher could enhance the students' writing competence and create a favorable learning environment. In addition, the teacher motivated the students to accomplish writing tasks on their own by providing materials that were easily accessible and involving for the students. Scholars also claim that SRL can positively influence the subject of study [Festas I. and others, 2015]. Optimizing SRL prepares learners for more difficult taks [Zumbrunn S., Tadlock J., and Roberts E., 2011]. All the above said shows that SRL can positively influence learners' writing skills.

CONCLUSION

The analysis of data has brought us to conclusion that using self-regulated learning can contribute to the improvement of learners' writing skills. Observations showed that students were very enthusiastic and motivated in the class after implementing SRL. The application of SRL engaged the students into learning process not letting them feel fear and anxiety during the lessons. Moreover, by using SRL educators can guide students and improve their motivation and learning achievements. Taking into account the results of observations and tests, it can be suggested that implementing SRL can be useful for both teachers and students, and educators should organize strong learning atmosphere and motivate learners to build their own learning experience.

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THE SIGNIFICANCE OF HADITH IN THE STUDY OF THE VALUE SYSTEM

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ABSTRACT

The article deals with the educational value of hadiths. The word hadith means "news", "story". In Russian-language Muslim literature, the words "tradition", "message" are also used to designate hadiths. The term "hadith" means a message that contains the statements of the prophet (s.a.), deeds and agreement with one's silence (unspoken approval of an act or the words of other people). In the original sense: the word "sunnah" means a path or direction; in a figurative sense: the word "sunnah" denotes customs that were passed down from ancestors, i.e. tradition. Hadith is often called the word "as-Sunnah". The word "Sunnah" is used as a synonym for the word "hadith", especially when it comes to the sources of Islamic law (the first source is the Quran, the second is the hadith or Sunnah). Sunnah also signifies the lifestyle of a prophet. A is also used as an evaluative characteristic of the action when deriving religious decisions on various issues. The phrase "this action is Sunnah" means that this action is desirable or recommended to be performed. The meaning of the sunnah is more extensive than the word hadith. Everything related to the prophet belongs to him. For example: the words of the prophet (s.a.w.) - that is, hadiths - his behavior, actions, his character, approval and all activities, everything that the prophet (s.a.w.) brought to us and that is not the Koran. All the words and activities of the prophet (s.a.w.) are included in his sunnah, which was, remains and will remain one of the main sources of Muslim law, secondary to the Koran.

KEYWORDS: *Education, Hadiths.*

INTRODUCTION

In our time, there is a concept that states that each of the religions of the world is unique, gives meaning to human existence and is inseparable from the history of world civilizations. Without considering the issues of the emergence and spread of a particular religion, it is impossible to understand the essence of historical events. Modern science considers all religions as an important component of a single culture of mankind. Therefore, today the interest of citizens in the possibilities of spiritual revival that are at the disposal of society is expanding and becoming deeper.

Today, the attention of the widest circles of the population is directed not so much to religious ideas proper (the afterlife, the immortality of the soul, etc.), but to the problems of morality, humanism, the higher meaning of existence, and the attitude to cultural heritage.

The insufficient study of the influence of religion on the spiritual life of society has become one of the motives for the heightened interest of the general public in the study of this topic.

Positive changes in state policy regarding religion, as well as fundamental changes in the educational sphere, make it possible to discuss a wide range of issues related to the religious education of universal values.

Therefore, at the present stage, the scientific development of religious and pedagogical culture in the teachings of Islam is important, which in turn implies the isolation of the progressive directions of this problem and the determination of their significance in prevalence and implementation at the present stage of development of society. Of considerable interest are the early Islamic and modern stages of social development, when the range of moral ideas begins to determine the main directions of theoretical research, acquiring an increasingly distinct socio-religious sound.

Based on this, the purpose of the study of these sources is relevant today. These precious treasures are, without any doubt, unique for the education of young people. The use and study of the writings of Islam and other legacies of the great figures of Islam is a great asset in the cause of self-knowledge of the nation and a guide for the education of a new generation, which in turn helps to strengthen and create a peaceful environment in society.

Hadith is the second largest source of the Islamic religion after the Holy Quran. Changes in the life of Muslim Arabs and other peoples, as well as growing spiritual and material needs, led to the need to create a source other than the Koran. Here's what makes this need all the more important: that's what led to the hadith (sunnah), a set of guidelines for meeting these needs. Hadith began to be collected in the middle of the 7th century. Naturally, these moral and legal norms were taken as the instructions of the Prophet Muhammad. Simply put, a hadith is a collection of stories about the words and deeds of the Prophet Muhammad. Hadiths were kept by Umar and Ali, as well as Abdullah ibn Masud, Abdullah ibn Umar, Abdullah ibn Abbas, Zayd ibn Thabit and his wife Aisha. Later this work was continued by al-Sha'bi ibn Zubair, his disciple al-Zuhri bin Munabbih, Musa ibn Uqba and many others. Hadith is memorized or written on parchment paper. The hadith published as the first collection is the work of Malik ibn Anas in Al-Muwat, which contains 1700 authentic hadiths. The second collection is Ibn Hanbala, in which about 3000 hadiths were collected. In the 9th century, great advances were made in the study of hadith. Most of these famous hadith scholars are representatives of the peoples of Central Asia: Imam Bukhari (809-870), Abu Isa Termizi (824-892), Imam Muslim, Imam Nasai. Our great countryman Imam Bukhari started writing books at the age of 20. He wrote about twenty works such as Al-Jami al-Sahih and Al-Adab al-Mufrad. Hadiths continue to play an important educational role for the younger generation in the transition of independent Uzbekistan to the construction of a legal democratic society. In Al-Jami al-Sahih, along with the general principles of Islamic doctrine, education, love, generosity, openness, respect for parents, women and adults, kindness to orphans and compassion for the poor, genuine human qualities and exemplary procedures such as love , diligence and a call for honesty. This book by Imam Bukhari also contains important points about what is good and what is bad and what should be avoided. modern Uzbek. The hadith collection of Imam Bukhari Al-Jami as-Sahih is the most authentic and most complete of the hadiths than those collected by other scholars of the Islamic world, in addition to the hadiths of the Prophet Muhammad, Islamic jurisprudence, Islamic ritual, ethics, education and so on.There is also information about the history and epistemology of the period. It should be noted that the hadiths are based on the following directions: “Musnad”, “Sahih” and “Sunan”. 1. Collections classified as "Musnad" combine various hadiths and are arranged in alphabetical order. 2. The direction of "Sahih" was founded by Imam Bukhari, in whose collections only authentic and trustworthy hadiths are written. 3. Sunni collections also contain "weak" hadiths, both authentic and trustworthy, such as the collection of hadiths of Abu Dawud, Imam Muslim, Imam Termizi, al-Nasa'i and Ibn Majah. Imam Bukhari touches on faith and narrates the following hadith: “Faith must be in words and actions. Faith waxes and wanes." He believes that in order to be perfect, you need to have the right beliefs, good relationships with others, work hard on yourself and be attentive to prayer and obedience. At the same time, Imam al-Bukhari answered the question of who is a Muslim: "He who does not harm anyone with his hand, but with his tongue is a Muslim", answering the question: "Who are the best in Islam?" Who feeds the hungry, welcomes acquaintances and strangers. Al-Bukhari writes about hypocrisy: “A hypocrite has three signs. If he speaks, he lies, and if he promises, but breaks. If he was temporarily given something, he obligatorily sells” (2; 554). Hadith al-Bukhari says that people take great care that people be kind, respectful and help their parents and close relatives, and it is also said that “a person bequeathed to his parents to be obedient and kind!” (3; 77). , Imam Bukhari's book "Al-Adab al-Mufrad" highlights parental respect very much. The Prophet asked Musawiya ibn Khayyida about whom he would do good to. He replied: "Three times: when mother, mother, mother again - to the father and close relatives" The answer is no. History says that the moral values of the peoples of the East are clearly reflected in this hadith. Some people treat their daughters better when they glorify boys. Imam Bukhari comments on this as follows: “Who has three daughters who nurture and educate them in their hands and treat them kindly? He will surely enter Paradise” (4, 75). The controversial, varied consequences of interpersonal relationships are that you do good. Al-Bukhari notes: “Whoever does good to others financially should return good to him. If he is incapable of doing good, he should praise him in vain, for praise leads to gratitude. But when he hides his kindness, he does not know goodness." (4, 114). Imam Bukhari spoke about the idea of a good person and illustrated the following qualities: good manners, cleanliness of food, honesty and calmness. In fact, negative qualities are strongly condemned: a hypocrite, should not be believed, "... insulting people with the worst words ...", "roaming among friends, trying to cause innocence, destruction and trouble for the innocent ..." , "Do not recognize the truth , the right word and consider others inferior...”. Abu Isa at-Termizi is one of the greatest authors of hadiths. The masterpieces of Imam Termizi are also known as "Al-Jami al-Sahih", "Al-Jami al-Kabir" ("The Great Collection"), "Sahih at-Termizi" and "Sunan at-Termizi". First of all, it is worth noting that At-Termizi divided his work into separate chapters and. There are many hadiths on fiqh in this book, as well as many hadiths on discipline, ethics, good manners and virtues, which are not mentioned in any of the works of other authors. The book contains chapters on ablution, prayer, sunset, fasting, hajj, funerals, marriage, breastfeeding, trading, judgment, tawana, animal slaughter, sacrifice, vows, kindness, witness, salutations, and manners. The great hadith scholar in SahihTermizi paid great attention to the issues of morality and education. Sahih of Imam Termizi also condemns negative qualities, for example, his hadith of 1919 says: “He who does not show mercy to the little ones and does not show respect to the elders is not from us" (i.e., not from Muslims) (5, 45). , Another hadith also says that intentionally harming people is known as "one who intentionally harms a believer and who inflicts it" (5, 48). When at-Termizi reflects on the duties of parents towards their children, he formulates the following hadith: "No father gives his child something better than good manners and good morals" (5, 49). Thus, firstly, after the death of the Prophet, hadiths were created to meet the growing needs of believers in the context of the spread of Islam; Secondly, the hadiths contain Islamic customs, rules and regulations governing the activities of Muslims; Thirdly, hadiths reveal many aspects of human behavior; Fourthly, the hadiths have both theoretical and practical significance for solving the problems of the modern teenage and harmoniously developed generation.

Also, the verification of the transmitters of the legend as guarantors of the veracity of the reported received among the Muhaddis the name "jarh-tadil" (rejection and confirmation). Hadith scholars believe that if a hadith satisfies the five criteria, then the hadith should be recognized as authentic. These criteria are: the continuity of the chain of transmitters; integrity of character; reliable safety; the absence of any hidden flaws; and reliability in terms of any deviation from transmission norms. With regard to the possibility of falsification in some texts of hadith, the muhaddiths no doubt tried their best to establish authentic hadith, separating them from false ones, but despite special care and efforts, they failed to ensure accuracy. The recognition of fictitious hadeeth can be determined by examining the qualities of the transmitter. It can also be determined through the study of matna hadith. The following signs are typical for the study of fabricated hadiths: 1. The wrong meaning of the hadith, grammatical errors in the hadith, which is not at all inherent in what was transmitted from the prophet (s.a.). 2. The meaning of the hadith should not contradict the Koran, 3. If the meaning of the hadith contradicts human reason, logic and history. Thus, the study of isnads and matns is the subject of the science of hadith. Thanks to this, it is possible to distinguish between an acceptable hadith and a rejected one, which should not be ruled.

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PARALINGUISTIC SUBSTITUTION SIGNS

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ABSTRACT

The article is devoted to the problems of studying paralinguistic substitution units. The author focuses his attention on the interpretation of parakinesic units in various societies. A completely different phenomenon is observed when using ellipses that are not related to the linguistic context, but are included in the paralinguistic situation. For example, look! Can only be supported by a pointing gesture. The concretization of the meaning of this demonstrative pronoun occurs exclusively in the sphere of gesture indication, thanks to which it receives an unambiguous content.

KEYWORDS: *Studies, Paralinguistic Units, Parakinesic Units, Society.*

INTRODUCTION

Human speech is accompanied by non-verbal systems of signs. It is non-verbal signs that determine the difference between oral and written speech. If in written speech there is only one channel of information (text), then oral speech has two channels of information: text (spoken words) and intonation, facial expressions, gestures, etc. Non-verbal means are studied by paralinguistics and parakinesics.

The standardization of speech situations, arising on the basis of general patterns of communication, leads to the creation of a fairly stable interaction of some speech samples with paralinguistic means specific to each particular language.

Such interaction includes, for example, the stereotype of an ellipse and a pointing gesture, question-answer and facial expressions, an exclamatory sentence and voice features, etc.

A lot of circumstances are woven into live speech communication, accompanying both the whole statement and its fragments, and non-linguistic factors only accompany speech.

All non-linguistic factors play an auxiliary role in communication, while language is the main one, and the opportunity is always open for it to use only its own means for communication.

In this case, two phenomena are not considered, which may indicate a slightly different role of non-linguistic factors:

1) the language of the deaf and dumb, where the essence of gestures and symbols can be interpreted in two ways, both as primary (the actual language system) and as secondary (substitute code);

2) The sign language of some peoples, which, however, can be considered as a symbolic system of secondary origin, existing on the basis of natural language.

Under certain conditions, the redundancy of language can turn into cumbersome when constructing phrases and make it difficult to maintain the required pace in oral or written communication. The natural desire of the speaker to save expressive means under certain conditions is manifested in the fact that the redundancy of the language is removed in a certain structure of the statement, which acquires maximum economy while maintaining the complete unambiguity of information [1].

It is in this situation that paralinguistic technique comes to the rescue as the simplest and most economical system that compensates for the elimination of unnecessary formal means.

Despite some difficulties in distinguishing extralinguistics from paralinguistics, it can still be stated with great certainty that the area of extralinguistic factors affects the functioning and development of the entire language system as a whole, such as: the interaction of the life of society and language, the culture of the people and language, the influence of interethnic relations on language and other sociolinguistic phenomena, the correlation of material objects and designations (nominations), while paralinguistic factors affect only a specific statement, participating in the formation of an unambiguous message.

Attracting paralinguistic means to participate in communication is not dictated by the inferiority of the language system, any problems in its structure, but only by external circumstances related to the nature of communication [2].

Such very important circumstances of communication include, for example, maintaining a certain pace of dialogue, emphasizing the meaning (of all or part) of the statement, using any mnemonic devices in order to ensure a complete understanding of the statement in a natural situation in the presence of a number of distractions, etc.

The solution of precisely these communication tasks is possible not only with the involvement of all the immanent means of the language - in many cases, the use of paralinguistic means turns out to be more convenient, compact and economical.

In the process of direct communication, individual parts of the statement can be omitted, which are compensated by the linguistic context itself, grammatical forms, etc., which distinguishes this phenomenon from another, when part of the statement is compensated by non-linguistic means that are more suitable in a particular situation and do not require additional participation of linguistic funds.

If we compare the two phrases Give me that book, in red binding, on the third shelf from the left and Give me that book (accompanied by a pointing gesture), then the comparison of these phrases can go in terms of revealing the economy of language, because the pointing gesture itself does not carry any additional semantic load for the structure of the utterance and "saves" a whole segment of the phrase. In this sense, the economy of the second phrase does not affect the very principle of the functioning of the language system, but in concrete communication the second phrase is more compact and natural for a certain situation.

Therefore, one can speak of the "economical" construction of a speech act using paralinguistic means. After all, the pronouns that, this are not associated with any additional necessary linguistic forms that give the contexts a special independence in this limitation, i.e. these pronouns are not burdened with any additional language loads. The concretization of the meaning of this demonstrative pronoun occurs exclusively in the sphere of gesture indication, thanks to which it receives an unambiguous content.

The use of gestures in a language situation cannot be considered at all from the point of view of economy in the language system, however, one cannot but pay attention to the fact that in specific communication, and especially in such forms as, for example, ordinary dialogue, the use of gestures leads to economy of "communication" .

For example, the elliptical phrase No derives its linguistic status solely from the presence of the previous question; in other words, such language ellipses are characteristic of the language system itself [3].

A completely different phenomenon is observed when using ellipses that are not related to the linguistic context, but are included in the paralinguistic situation. For example, look! Can only be supported by a pointing gesture. And only the situation itself can give the key to understanding this phrase with a possible meaning: Pay attention, Intervene in the situation, etc.

Thus, there is every reason to assert that the use of a language in a paralinguistic environment is indeed a more economical use of linguistic resources proper.

It should be emphasized that the compression of many phrases in the use of communication, and especially in some stereotypical situations, is dictated by the utilitarian need to use paralinguistic means. You can refer to the case of an emergency Fire! Accompanied by a variety of gestures or the exclamation Thief!, replacing the full construction of the phrase with an approximate meaning: Danger, Help stop a man in a gray suit running across the road! because the full message will lose all meaning, since in this situation every second is precious. Let us note, by the way, that compression, or even economy of the message, cannot be fully achieved by accelerating the tempo of the utterance [4].

In terms of the ratio of linguistic and non-linguistic means of communication in natural communication, of course, the economy of linguistic means necessary in specific situations is achieved. When we talk about saving the use of language means, we are not talking about saving the language system, but about saving the use of language tools in communication, in other words, not about some internal mechanism of the language system, but about the factors that allow the elliptical use of language tools in special constructions. , in certain situations, which are characterized by the use of paralinguistic means.

In a written language, the determining factors of unambiguous communication can be not only the linguistic conditions themselves, but also such factors, the participation of which in verbal (written) communication is determined by their own paralinguistic function.

The written language uses exactly such means that can be classified as paralinguistic. They are an example of pointers external to the language.

Such indicators may primarily be some written characters commonly used in text in grammatical form, such as exclamation marks, ellipsis, combinations of exclamation and question marks in paralinguistic usage.

This should also include various images in the text: drawings, drawings, graphs, etc. This type of signs, although very specific, since it does not belong to the field of grammar, nevertheless plays an undoubted paralinguistic role in the written language.

The first group of characters is not used as normal punctuation, i.e. grammatical marking of the structure of the utterance, but as an external symbol that helps the reader to obtain some additional information and an appropriate understanding of the speech utterance.

Yes, a combination! and ? after a certain word (phrase) can give paralinguistic information indicating the implausibility of what is being reported, satisfaction and various evaluative moments of the author's speech. In this case, written symbols can be considered as substitutes for the real paralinguistic situation inherent in oral speech.

Regardless of the origin of such systems, the functioning of all such means of verbal language can be carried out indirectly and only on the basis of the existence and possibility of explicit expression of the meanings of any gestures by natural language material.

In this case, all sign systems, including systems of a paralinguistic nature (gestures, facial expressions), and any types of systems of a technical nature (traffic signs), are sign systems of a secondary nature, the significative purpose of which is predetermined by the conventional nature of their use.

In other words, each phenomenon of an artificial sign system acquires meaning only on the basis of linguistic decoding and is, thus, a symbolic representative of some idea expressed in one form or another in verbal language (fixed in an instruction, convention, oral contract, etc.).

This part of seemingly paralinguistic means goes beyond even marginal phenomena and forms a completely independent system. We are talking, first of all, about purely national and international gestures that do not interact with the speech signal, functioning like a normal code. Wed a gesture of solidarity - raising a hand with a palm clenched into a fist, a gesture of threat - moving the index finger, conditional gestures in sports, gestures of approval (applause).

Gestures are general qualities that are characteristic of the functioning of a spoken language, but a special system of gestures will relate to the given national character of paralinguistic means, because in every language, in every nation it acquires its own special independent meaning. The study of national features of paralinguistic forms involved in linguistic communication is, therefore, as necessary as the study of the language itself.

Research by scientists on the problem of the temporal correlation of speech and gestures shows that the plasticity of human body movements and speech correlate in meaning only in some cases, therefore, from the general plastic behavior of a person, as a rule, that part of it that can accompany, supplement or replace speech is singled out.

In this regard, the paralinguistic means of live colloquial speech are especially carefully studied. However, there are such types of human plastic activity, which are also combined with speech, although this combination is indirect.

A speech gesture is associated with speech and a counting system, while different situations of sign formation are possible. A person can count aloud and at the same time point on his fingers - this is, as it were, duplication of speech signs with gesture signs.

The score can be shown without speech and vice versa. Similarly, there are gestures in speech that duplicate a speech statement (for example, tilting the head in agreement). Speech can be completely replaced by gesture speech, as can be seen from the finger alphabet of the deaf and dumb, which is often accompanied by articulation of the lips.

In addition to purely symbolic formations, speech is accompanied by a variety of gestures that characterize the gesticulating face itself. Such plasticity is involuntary and for the listener it is a symptom that reveals the state of the speaker.

Thus the symptom is involuntary; although he is eloquent to observe. The boundary between signs in speech gestures and symptoms is very fluid. It depends on the speech and gesture culture of the people.

When we say that a person is sensitive and intuitive, we mean that he (or she) has the ability to read another person's nonverbal cues and compare those cues to verbal cues.

In other words, when we say that we have a premonition ("sixth sense") that someone has told a lie, we really mean that we have noticed a discrepancy between the body language and the words spoken by this person.

Women are usually more sensitive than men and this explains the existence of such a thing as female intuition. Women have an innate ability to notice and decipher non-verbal signals, to capture the smallest details.

All over the world, the basic communication gestures do not differ from each other. When people are happy they smile, when they are sad they frown, when they are angry they look angry. Nodding one's head almost all over the world means "yes" or an affirmation. The "shrug" gesture is a good example of a universal gesture that indicates that a person does not know or does not understand what is being said. This is a complex gesture, consisting of three components: turned palms, raised shoulders, raised eyebrows.

Just as verbal languages differ from each other depending on the type of culture, so the non-verbal language of one nation differs from the non-verbal language of another nation.

While a certain gesture may be universally recognized and have a clear interpretation in one nation, in another it may have no designation, or have a completely opposite meaning.

For example, the OK gesture (a circle formed by fingers). This gesture was popularized in America at the beginning of the 19th century, mainly by the press, which at that time began a campaign to reduce words and catchphrases to their initial letters.

There are different opinions as to what the initials "OK" stand for. Some believe that they meant all correct, but then, as a result of a spelling mistake, they turned into oll korrect. Others say that it is an antonym for the word knockout, which in English is denoted by K.O.

There is another theory that this is an abbreviation for old Kinderhoor, the birthplace of the American president who used these initials (O.K.) as a campaign slogan. Which theory is correct is not known, but it appears that the circle itself stands for the "O" in O'Key.

The meaning of OK is well known in English-speaking countries, as well as in Europe and Asia, in some countries this gesture has a completely different origin and meaning. For example, in France it means zero or nothing, in Japan it means money, and in some countries of the Mediterranean basin this gesture is used to indicate the homosexuality of a man.

In America, England, Australia and New Zealand, the thumbs up has three meanings. Usually this gesture is used when voting on the road. The second meaning is that everything is in order, and when the thumb is sharply thrown up, it becomes an offensive sign. In some countries, for example, in Greece, this gesture means shut up. When Italians count from one to five, this gesture means the number 1, and the index finger means 2. When the Americans and the British count, the index finger means 1, the middle finger means 2, and the thumb means 5. The thumb gesture is used in combination with other gestures as a symbol of power and superiority.

The V-shaped finger sign is very popular in the UK and Australia and has an offensive connotation. During World War II, Winston Churchill popularized the V sign for victory, but for this designation, the hand is turned back to the speaker. If the hand is turned with the palm towards the speaker, then this gesture has an offensive meaning. In most European countries, the V-gesture means victory anyway. In many countries, this gesture means the number 2. Therefore, before drawing any conclusions about the meaning of gestures and body language, it is necessary to take into account the national identity of a person.

Thus, it seems promising to study paralinguistic units of substitution and their correlation with verbal signs.

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HISTORICAL AND EDUCATIONAL CONDITIONS THAT GAVE RISE TO THE JADID MOVEMENT IN TURKESTAN AT THE END OF THE 19TH - BEGINNING OF THE 20TH CENTURY

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ABSTRACT

The article analyzes the emergence and spread of the Jadid movement in Turkestan in the late 19th - early 20th centuries and their activities. The fate of Fitrat is closely connected with Jadidism. In 1920, after the overthrow of the power of the emir, Fitrat served in the Bukhara government as the head of the waqf administration, nazir of foreign affairs and education. In their theoretical works, we find a call: to restore the former power of the Muslim peoples through the simplification of traditional rituals and liberation from everything superficial and fanatical.

KEYWORDS: *Jadidism, Jadidi-usul, new method schools, "Khurshid", "Shuhrat", "Tujor", "Zhamiyati Khayria", "Samarkand", "Oyina".*

INTRODUCTION

At the end of the 19th century, a new force gradually matured in the depths of Turkestan society, which was destined to play an extremely important role in the socio-political life of the region. This powerful social force was represented by local progressive intellectuals, united in a movement known as Jadidism (from the Arabic word "ja-did" - "new").

The Jadid movement originated on the territory of the present-day Republic of Tatarstan and spread to Bukhara, Khiva and Turkestan in the late 19th and early 20th centuries. The prominent Crimean Tatar reformist, the founder of the Jadid movement, Ismail Gasprinsky (1851-1914), had a great influence on the Jadid movement.

The educational activity of the Jadids of Turkestan was mainly of a reformist nature. In the first period of their activity, the Jadids focused their attention on the implementation of religious reform and educational research. In their theoretical works, we find a call: to restore the former power of the Muslim peoples through the simplification of traditional rituals and liberation from everything superficial and fanatical. They proposed to revise the traditional socio-philosophical system not only from the standpoint of the development of culture, science and education, but (and this is the main thing) in the light of the tasks of the anti-colonial struggle.

In order to reform the education system, the Jadids began to create their own national schools, teaching in which was based on new methods. These schools were to become a means of protecting the national culture, Islam, traditions and customs. They began to be called "new method" ("jadidi-usul") [1, p. 3-8].

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Initially, the Jadids, based on the ideas of Ismail Gasprinsky, opened new method schools and began to use the sound teaching method instead of the old memorization method. In these schools, along with religious subjects, secular sciences were taught. The Jadids and their schools played an important role in educating the masses and raising their political consciousness.

One of the first new method schools in the territory of the region was opened in 1898 in Kokand by Salohuddin domla. In the same year, a Jadid school was opened in Tokmak. In 1899, Mannon Kory in Tashkent and Shamsid-din Domla in Andijan supported this undertaking.

Since 1900, the network of new method schools has been consistently expanding in Turkestan. Tashkent, Samarkand and Kokand became major centers of Jadid schools. By 1910, about 50 such schools had been created in Turkestan, and in various regions of the region [2].

In 1908, initially in the Mirabad mahalla of Tashkent, then in the Degrez mahalla, A. Avloniy opened new-method schools and equipped them with educational equipment, in addition, he himself made desks and boards for students. Considering that his students are children from poor families, in order to provide them with food and clothing, with the support of his friends, he creates a charitable society "Zhamiyati Khayria" (1909). Opens the publishing house "Nashriyot" and the bookstore "School Library" [3].

In Jadid schools with a new, sound method (jadidi-usul), children learned to read and write in just a few months. In schools, in addition to religious disciplines, such subjects as arithmetic, geography, and the basics of natural science were taught [4].

In 1893, Ismail Gasprinsky arrived in Turkestan. Having visited the major cities of Turkestan, he held meetings with the progressive intelligentsia, spoke about the significance of the Jadid schools. A new enlightened intelligentsia was formed in the new method schools. Graduates of the Jadid schools Abdurauf Fitrat, Sadriddin Aini, Abdulla Avloni, Mumin-zhan Muhammadzhan-oglu, Faizulla Khodjaev, Batu and others selflessly worked in the educational system.

The first Jadid groups arose in Turkestan at the beginning of the 20th century. Its most prominent representatives were the people who formed the backbone of the national intelligentsia: Makhmudhoja Behbudi 1, Munav-

1 The greatest thinker, leader of the Jadid movement, well-known educator, politician, playwright Mahmudhoja Behbudi was born on January 19, 1875 in Samarkand. In 1903-1904. visited Moscow, Petersburg, Kazan and Ufa. In 1914 he traveled to Turkey, Egypt and other Arab countries. In 1913, in Samarkand, M. Behbudi founded the newspaper "Samarkand" and the magazine "Oyina". He also supported other Jadid publications and collaborated in the newspapers Sadoi Turkiston, Sadoi Fargona, Khurshid, and others.

Mahmudhoja Behbudi is considered one of the first founders and promoters of new method schools, the author of textbooks and manuals for teachers and students.

Munavvar Kary, Abdulla Avloni, Ubaidulla Khodzhaev, Abdurauf Fitrat, Tosh-pulat Norbutabekov, Ismail Obidov, Akobir Shomansur-zade, Saidahmad-Khoja Siddiqi, Nosirkhon Tura, Obidjon Makhmudov, Ashurali Zohiri, Pulat Saliev and others.

The international relations of the Jadids were very comprehensive. They were familiar with the programs of the Jadids in Russia, Turkey, Egypt and other countries, exchanging experience with the Jadids of other countries through trips and conversations. Revolutionary events of 1905-1906 in Russia had an impact on Turkestan. The process of uniting the progressive forces of the region and intensifying the educational activities of the Jadids began. This was marked not only by the opening of new method schools, but also by the organization of the national press, in particular, the appearance of new newspapers and magazines. The first national newspaper of the Turkestan Jadids was the newspaper "Tarakkiy" ("Progress"), published on June 27, 1906, which was edited by a prominent public figure of Turkestan Ismail Obidov.

From the first steps of his independent activity, he joined the ranks of the emerging movement of patriotic progressives (jadids) and in a short time became one of its leaders. His name is associated with the opening of new method schools, the preparation and publication of textbooks and teaching aids for them, the creation of a charitable society that provided material assistance to students, organized the sending of the best of them to higher educational institutions in Russia and Turkey. He was the publisher and editor of the newspapers "Khurshid" (1906), later - the editor-in-chief of the newspapers "Na-zhot" (1917), "Kengash" (1917), "Khurriyat" (1917), " Osiyo”, “Surat”, “Haqiqat”, “Turon”; department editor at Sadoyi Turkiston (1914-1915); author of editorials and essays in these publications.

2 Abdulla Avloni (1874-1934) - a great poet, writer, playwright, teacher, journalist and people's figure, is one of the founders of Uzbek culture and literature. Avloni was born in 1878 on July 12 in the Merganch mahalla of the city of Tashkent. In 1907, Avloni opened the newspaper "Shukhrat". After studying, he was engaged in pedagogy, founded a new school system and offered to teach the languages of the East and West.

3 Ubaidulla Khodjaev (1879-1938) - one of the first Uzbek lawyers, journalist, one of the leaders of the Jadid movement in Turkestan. Born in Tashkent. He studied at a Russian-native school, worked as a translator in a law office, and received a higher legal education at Saratov University. Through his activities as editor of the Sadoyi Turkiston newspaper, correspondent of the Turkestan Voice newspaper, he had a decisive influence on the formation and development of the Jadid organization Tarakkiy Parvarlar, in which he played a prominent role. He was elected chairman of the Tashkent "Shuroi Islamia".

4 Abdurauf Fitrat (1886-1938) - scientist, writer, prominent representative of Turkestan Jadidism, ideologist and leader of Bukhara Jadids. The greatest expert on the political, social, economic, scientific situation of Bukhara. The fate of Fitrat is closely connected with Jadidism. In 1920, after the overthrow of the power of the emir, Fitrat served in the Bukhara government as the head of the waqf administration, nazir of foreign affairs and education. In 1923 he retired from politics and devoted himself to scientific and teaching activities. In 1938, Fitrat was repressed.

rat" ("Glory"), "Tujor" ("Merchant"). Moreover, the newspapers "Khurshid" and "Shuhrat" were published and edited by one of the prominent leaders of the Jadid movement in Turkestan, Munavvar bark Abdurashidkhanov. The publisher of the newspaper "Tujor" was a large Tashkent businessman Saidazimbay.

Later, a number of Jadid newspapers and magazines appeared in Turkestan: “Osiyo” (“Asia”), “Samarkand”, “Sadoi Turkiston” (“Voice of Turkestan”), “Sadoi Fargona” (“Voice of Fergana”), “Oyna” ("Mirror"), "Turon" and others. Most of them did not last long, but they played an important role in the spread of reformist thought.

All Turkestan Jadids considered Gasprinsky their spiritual teacher. The Jadids of Turkestan literally grew up on the ideas of Gasprinsky, reading his "Tarjuman" ("Translator"). The newspaper "Tarzhuman" was published once a week in the city of Bakhchisarai in 1883-1918. Its main goal, as the newspaper stated, was “to awaken and renew the worldview of Russian Muslims” [5, p. 79].

A special role in the emergence and development of this movement was played by Mahmudhoja Behbudi (1875-1919), who stands out among the Turkestan Jadids with his participation in "Tarjuman" and strong ties with Gasprinsky. On the pages of "Tarjuman" his name occurs 34 times. If we consider these articles and messages in chronological order, we can observe the following figures: 1904 - 1; 1905 - 1; 1906 - 4; 1908 - 3; 1909 - 2; 1910-2; 1911 - 1; 1913 - 15; 1914 - 6. Of these, 26 - messages of various kinds, 4 letters, 2 articles, 1 telegram and 1 comment on Behbudi's article.

Various studies of the activities and creative heritage of Behbudi show that in many respects he directly adhered to the method and style of Gasprinsky's work. Behbudi began to appear on the pages of Tarjuman from the end of 1904. It can be argued that the practical cooperation between Gasprinsky and Behbudi begins from this very moment. As you know, Gasprinsky regularly urged his subscribers to donate to charitable causes for the needs of Muslims and various public affairs. Behbudi, in response to such a call, sent a certain amount of money to the editorial office of Tarjuman in favor of a mosque under construction in St. Petersburg and a school for girls reopened in Samara. And he turned to the editorial office of the newspaper with the question: “How are the collected money sent to their destinations? On behalf of the editors, Gasprinsky thanked Behbudi for the donated money and answered his question in detail [6, p. 145].

The movement of the Jadids with its vitality, peculiarities of educational activities, focus on solving national problems is fundamentally different from traditional enlightenment and religious reformism.

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EMERGING PROBLEMS IN INTEGRATED BROILER FARMINGS AND ITS IMPACT ON GROWTH – A STUDY

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ABSTRACT

Broiler farming is highly lucrative to the integrators and the individual entrepreneurs in integrated system; the industry is not devoid of inherent problems. These problems pose challenges to the broiler farmers in various ways. The analysis of the overall index of the constraints in the integrated broiler farmin in Theni District clusters shows that the majority of the small, medium and large size categories of farmers constituting 62.2, 68.3 and 79.5 per cent respectively fall in the index range of 50 – 75 per cent. Large size farms faced majority of constraints while the others are quite moderate in this regard. The overall perception on the suggestions to solve the problems faced by the broiler farmers are institutional credit, disease control, chick quality, feed management, government subsidies, enactment of law and reasonable growing charge.

KEYWORDS: *Broiler Farming, Problems, Integration, Index, Multiple Regression.*

INTRODUCTION

Poultry farming which was a traditional backyard activity in Indian society in the past has transformed into a large scale commercial farming. Today it has grown into a technology driven broiler industry helping in economic growth, employment generation and supplementing nutrition to the malnourished teeming millions of the people in India. India, today, has large and rapidly expanding poultry sector providing employment to both skilled and unskilled workers with great scope for other industries like feed industry, pharmaceutical industry, logistics, wholesalers and retailers to flourish. It contributes about 2.5 percent to GDP.

With the introduction of the concept of integration in the poultry sector, broiler industry has grown by leaps and bounds in a few decades in India. This concept is both beneficial and profitable to both the integrator and the broiler farmers. Under integration scheme, the farmer has to invest very less and can expect an assured income at the end of each batch. He spends only on shed, labour, water and electricity whereas the integrator provides all the essential requirements like chicks, feed, medicine and the like. This sector has developed into a well structured net work of production and marketing of broiler throughout the country.

Review of the Study

Bridges et al. (2002) reported that the poultry farmers in china are prone to poultry associated diseases but no extensive infections by the avian flu were seen. They also studied various potential problems of poultry farmers' with regard to occupational hazards.

Yeshodha Devi and Kanchan (2006) studied the chicken consumption pattern and consumer preference for processed chicken in Coimbatore. The study also discussed the problems of live bird market as compared to that of the frozen products in poultry. It was opined that the live bird market should be supplemented by the processed poultry products to reduce the costs and other seasonal vows of the poultry farmers in that region.

Minot (1986) studied the effect of contract faring exclusively on small farmers in less developed countries. He reported that majority of the small farmers' face the problems of infrastructure and reported the financial ways of improvement and policies undertaken by Michigan State.

Need of the Study

With farmers today losing their hope in agriculture, they consider broiler farming as a suitable alternative for self employment and economy. Though broiler farming is highly lucrative to the integrators and the individual entrepreneurs, the industry is not devoid of inherent problems that pose challenges to the broiler farmers in various ways. Problems are disease and mortality, fluctuations in price, demand and supply and the like which sometime seem to dampen the spirit of entrepreneurship among the farmers in broiler farming. Identification and elimination of constraints in the integrated broiler farming which cause losses and poses serious problems to the farmers will help in strengthening the integrated broiler production. An attempt was made to study the impact of problems encountered by the farmers in profit of integrated broiler farming for the improvement in the study area.

Objectives

- To study the problems faced by the broiler farmers.
- To analyse the impact of problems on profit in broiler farming
- To offer suggestions to overcome the problems faced by the farmers.

Methodology

There were 301 broiler farms functioning in Theni District at the time of conducting survey. The sample farms were selected using simple random sampling with lottery method. The selected sample constitutes 45 from small size farms, 60 from medium size farms and 45 from large size farms. Thus the total sample size worked out to be 150.

Tools for Analysis

In order to find out the extent and magnitude of problems faced by the respondents, the researcher has measured the attitude of the broiler farmers towards the various constraints with the help of mean score. The researcher has framed five statements to find the perception of the respondents towards various constraints faced by them which reflect on the various aspects of inputs. The respondents are asked to rate the aforesaid statements on the basis of the quantum of problems they face on a five point scale namely, Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (DA), Strongly Disagree (SDA). These scales are assigned scores in the order of 5,4,3,2 and 1 respectively. The farmers with high perception of the statements are assigned high scores and lesser ones with scores in the descending order from 5 points. While the high scores indicate a greater measure of problems due to such constraints, the lesser scores indicate the lesser degree of problems. In order to find out the significant difference among the three categories of farmers with regard to their perception on the aforesaid statements about the different types of constraints, the one way analysis of variance has been administered.

In order to know about the quantum of these constraints faced by the broiler farmers, the Index is computed by the formula:

$$I = \frac{\sum_{i=1}^{n} SV_i}{\sum_{i=1}^{n} MSV_i} \times 100$$

Where,

I	-	Index
SV	-	Score on Variables
MSV	-	Maximum Score on Variables
i = 1, … n	-	Number of Variables.

The multiple regression analysis has also been executed to analyse impact of problems on profit in broiler farms in small, medium and large size separately.

Results and Discussions

The following problems pose challenges to the broiler farmers in various ways such as Absence of Quality Input, Lack of Capital, Disease and Mortality, Lack of Healthcare Support and Problems related to Growing Charge.

ABSENCE OF QUALITY INPUT

The success of a broiler farm largely depends on the inputs supplied by the integrators to the broiler farmers. The essential inputs are chicks, feed and medicines and quality of these provisions must be of cent per cent high quality. The chicks must be healthy and uniform in age and size. The feed must contain all the essential nutrients in sufficient quantity and must be pathogen free. The required medicines like vaccines must be of high quality and must be supplied in time. If there is any lacuna in any of these, it will have adverse and serious effects on the broiler birds. Therefore, this constitutes a major constraint for the broiler farmers. The resulted mean score and the respective 'F' statistics are shown in table 1.

TABLE 1 ATTITUDE TOWARDS ABSENCE OF QUALITY INPUT

S.No.	Variable	Mean Score of Broiler Farmers				F-Statistics
		Small	Medium	Large	Overall	
1.	Supply of Uneven Chicks	3.6444	3.9000	3.9333	3.8333	1.250^{NS}
2.	Supply of Low Quality Chicks	4.0222	4.3333	4.2889	4.2267	2.812^{*}
3.	Medicine and Vaccine are not provided in Time and Properly	3.6444	3.8167	3.7778	3.7533	0.430^{NS}
4.	Supply of low quality feed	4.0222	4.3333	4.2727	4.2215	2.905^{*}
5.	Feed is not supplied in time	3.6444	3.8167	3.8444	3.7733	0.583^{NS}

Source: Primary data

Of the five variables pertained to the constraints faced by the broiler farmers, the large size farmers have significant perception on the factor "Supply of low quality chicks" and "Supply of low quality feed" since the mean scores are 4.2889 and 4.2215 respectively which implies that the integrator does not give guarantee for quality inputs though it is clearly stated in the agreement between the integrator and the broiler farmers. Quality of input is the important constraints for them. The small and medium categories of broiler farmers have high perception on "Supply of low quality chicks" and "Supply of low quality feed" since the mean scores are 4.0222 for small size farm and 4.3333 for medium size farms. Small and medium farmers also have low perceptions on factors 1, 3 and 5. This indicates that integrated broiler farms run with moderate quality inputs.

The significant difference among the three categories of farmers is identified regarding the perception on the two statements related to the absence of Quality, since the respective F-statistics is significant at one per cent level.

Absence of Quality Input Index (AQII) among the Broiler Farmers

The input is essential part in any business. In broiler farming inputs like chicks, feed and medicine should be worthy to have productivity. In order to know about the quantum of these constraints faced by the broiler farmers towards absence of quality input on broiler production, attitude towards Absence of Quality Input Index (AQII) among the broiler farmers was worked out summarized in Table 2.

TABLE 2 ABSENCE OF QUALITY INPUT INDEX

S.No.	Index Range (Percentage)	Size of Broiler Farmers			
		Small	*Medium*	*Large*	*Total*
1.	**Less Than 25**	1(2.2)	1(1.7)	-	2(1.3)
2.	**25 – 50**	7(15.6)	3(5.0)	1(2.2)	11(7.3)
3.	**50 – 75**	11(24.4)	16(26.7)	15(33.3)	42(28.0)
4.	**75 – 100**	26(57.8)	40(66.7)	29(64.4)	95(63.3)
	Total	45(100.0)	60(100.0)	45(100.0)	150(100.0)

Source: Primary data

It is inferred from Table 2 that the majority 66.7 per cent of medium size farms are in the index range of 75 to 100 per cent followed by 64.4 per cent in large size farms signifying that Absence of Quality Input is a major constraint in their production. It implies that the impact of the constraint Attitude towards Absence of Quality Input is high in all size farms.

LACK OF CAPITAL

Finance is as important in poultry farming as in the case of any other business activity. The integrators provide chicks, feed and medicines but the broiler farmers have to invest capital on raising sheds, fittings and spending on electricity, labour, water, cleaning and maintenance. The sheds can be used for a long period of time for the existing capacity. But when a farmer plans to expand, he requires funds to accommodate the additional bird strength. Such improvement is inevitable for successful poultry farming. Finance is considered to be the life blood of any business activity. Lack of capital will hamper the successful functioning of an organization. Therefore an attempt was made to analyse the factor 'lack of capital' in broiler industry with the help of five variables. The broiler farmers are asked to rate these variables at five point scale according to the order of existence from very high to low. The resulted mean score and the respective 'F' statistics are shown in Table 3.

TABLE 3 ATTITUDE OF THE BROILER FARMERS TOWARDS LACK OF CAPITAL

S. No.	*Variable*	**Mean Score of Broiler Farmers**				*F-Statistics*
		Small	*Medium*	*Large*	*Overall*	
1.	Farmers are facing problems in arranging initial capital	4.0000	3.4833	3.6889	3.7000	5.020**
2.	The loan is not available easily and quickly	3.4222	3.8833	3.8444	3.7333	3.087*
3.	Rate of interest on loan from money lender is comparatively higher	3.6444	3.7833	3.7778	3.7400	0.295NS
4.	For bank loan, farmers are not able to provide collateral securities	4.0222	4.3333	4.3111	4.2333	3.024*
5.	Finance is not available for re-construction of broiler shed	3.7778	4.3000	4.2889	4.1400	7.078**

Source: Primary data

Of the five variables pertained to the level and importance of constraints, the medium farmers perceived highly of all the statements defining the constraint except 'Farmers are facing problems in arranging initial capital' with mean scores of 3.883, 3.7833, 4.3333 and 4.3000 respectively in the order of the statements presented in Table 6.16. The medium and small size farmers also perceive highly of the two constraints "the loan is not available easily and quickly" and "For bank loan, farmers are not able to provide collateral securities". With regard to the constraint on "Rate of interest on loan from money lender is comparatively higher" the small and medium categories have low perception with mean scores of 3.6444 and 3.4833 respectively whereas the large size farmers perceived highly of the statement. Perhaps the large size farmers are the main sufferers due to the constraints mentioned in the above two statements. Thus variability in the attitudes could be observed among the three categories of farmers.

The significant difference among the three categories of farmers is identified regarding the perception on the four statements related to the Lack of Capital, since the respective F-statistics is significant at 5 per cent level.

Lack of Capital Index (LCI) among the Broiler Farmers

In order to know about the quantum of these constraints stated in Table 6.3 on the broiler production, attitude towards Lack of Capital Index (LCI) among the farmers was worked out and summarized in Table 4.

TABLE 4 LACK OF CAPITAL INDEX

S.No.	***Index Range (Percentage)***	**Size of Broiler Farmers**			
		Small	***Medium***	***Large***	***Total***
1.	**25 – 50**	1(2.2)	4(6.7)	1(2.2)	6(4.0)
2.	**50 – 75**	21(46.7)	21(35.0)	20(44.4)	62(41.3)
3.	**75 – 100**	23(51.1)	35(58.3)	24(53.3)	82(54.7)
	Total	45(100.0)	60(100.0)	45(100.0)	150(100.0)

Source: Primary data

It is inferred from Table 4 that the majority of all the three categories of farmers fall in the index range of 75 to 100 per cent signifying that 'Lack of Capital' is a major constraint, thereby confirming the fact that almost all the statements of constraints do cause adverse impacts in their broiler production.

DISEASES AND MORTALITY

In broiler farms, live-birds are reared in large number according to the size of the farm. Though health care measures are undertaken very carefully in the farms, the broiler birds are very much prone to be infected by epidemics like Avian-flu, RD, IBD and the like which play havoc on the broiler farms. This will result in a huge loss because, the entire lot of broiler birds will have to be destroyed and the successive batches also cannot be undertaken in the same locale. The casualty at the off spring stage may not be great. But if the growing birds after being fed with feed and administered with growth promoters and vaccines happen to die, such mortality will result in a huge loss in the farm. Therefore an attempt was made to analyse the factor 'disease and mortality' in broiler industry with the help of five variables. The broiler farmers are asked to rate these variables at five point scale according to the order of existence from very high to low. The resulted mean score and the respective 'F' statistics are shown in Table 5.

TABLE 5 ATTITUDE TOWARDS DISEASE AND MORTALITY

S.No.	**Description**	**Mean Score of Broiler Farmers**				***F-Statistics***
		Small	***Medium***	***Large***	***Overall***	
1.	Diseases	3.4667	3.9000	3.8444	3.7533	2.990^{*}
2.	Weak chicks	3.6444	3.8667	3.9333	3.8200	1.116^{NS}
3.	Due to predators like Dogs, Goose, etc.,	3.5333	3.9000	3.9333	3.8000	2.425^{NS}
4.	Poor Management	3.4000	3.8833	3.8667	3.7333	3.546^{*}

5.	Accidents and Natural Calamities	3.6444	3.8833	3.8889	3.8133	1.041^{NS}

Source: Primary data

Of the five variables pertained to the level and importance of the constraint Disease and Mortality, the large size farmers' perceived highly on all the statements defining the constraint with the mean scores of 3.8444, 3.933, 3.933, 3.8667 and 3.8889 respectively in the order of the statements presented in Table 6.17.The medium and small farmers also perceive significantly of the constraints "Diseases" and "Poor Management". Variability also existed among the statements concerning this constraint.

The significant difference among the three categories of farmers is identified regarding the perception on the two statements related to Disease and Mortality, since the respective F-statistics is significant at 5 per cent level.

Disease and Mortality Index (DMI) among Broiler Farmers

In order to know about the quantum of these constraints stated in Table 6.17 on the broiler production, attitude towards Disease and Mortality Index (DMI) among broiler farmers was worked out and summarized in Table 6.

TABLE 6 DISEASE AND MORTALITY INDEX

S.No.	***Index Range (Percentage)***	***Size of Broiler Farmers***			
		Small	***Medium***	***Large***	***Total***
1.	**Less Than 25**	-	1(1.7)	-	1(0.7)
2.	**25 – 50**	10(22.2)	3(5.0)	1(2.2)	14(9.3)
3.	**50 – 75**	12(26.7)	15(25.0)	13(28.9)	40(26.7)
4.	**75 – 100**	23(51.1)	41(68.3)	31(68.9)	95(63.3)
	Total	45(100.0)	60(100.0)	45(100.0)	150(100.0)

Source: Primary data

It is inferred from Table 6 that the majority of all the three categories of sample farmers fall in the index range of 75 to 100 per cent signifying that 'Disease and Mortality' is a major constraint, thereby confirming the fact that almost all the statements of constraint do cause adverse impacts in their broiler production. The large farmers with 28.9 percent and small farmers with 26.7 percent fall in the index range of 50 – 75 percent also share the same opinion.

LACK OF HEALTHCARE SUPPORT

The broiler birds are susceptible to environmental and seasonal infections and therefore, the farmers need to take care accordingly. The very purpose of vaccination is to protect flocks against infective diseases. Vaccines should be scientifically inoculated into the flock to strengthen its immune system. If adequate healthcare measures are not taken by proper medical attention, sanitation and hygiene, nutritious feed, both the integrator and the farmer will have to incur loss. Therefore, an attempt was made to analyse factor 'lack of healthcare support' in broiler industry with the help of five variables. The broiler farmers were asked to rate these variables at five point scale according to the order of existence from very high to low. The resulted mean score and the respective 'F' statistics are shown in Table 7.

TABLE 7 ATTITUDE TOWARDS LACK OF HEALTHCARE SUPPORT

S.No.	***Variable***	**Mean Score of Broiler Farmers**				***F-Statistics***
		Small	***Medium***	***Large***	***Overall***	
1.	Inadequate Supply of Vaccine and Medicine	3.5111	3.9167	3.9111	3.7933	2.552^{NS}
2.	Bio-security is not maintained in the farm	3.6444	3.8667	3.9111	3.8133	1.027^{NS}
3.	No permanent remedy for Heat stroke, IBD, RD, etc	3.5333	3.8167	3.8444	3.7400	1.411^{NS}
4.	Avian Influenza	3.8444	4.2500	4.2000	4.1133	3.833^{*}
5.	Quality of Vaccine and Medicine	3.8000	4.3167	4.2889	4.1533	7.262^{**}

Source: Primary data

Of the five statements pertained to the level and importance of the constraint ‘Lack of Healthcare support’, the large size farmers perceived significantly of all the statements defining the constraint with mean score of 3.9111, 3.9111, 3.8444, 4.2000 and 4.2889 respectively in the order of the statements presented in Table 6.19 whereas the small and medium size farmers had low perception on three statements namely “Bio-security is not maintained in the farm level” and “Inadequate Supply of Vaccine and Medicine” as observed from Table 7.

The significant difference among the three categories of farmers is identified regarding the perception on the two statements related to Lack of Healthcare Support, since the respective F-statistics is significant at 5 per cent level.

Lack of Healthcare Support Index (LHSI) among the Broiler Farmers

In order to know about the quantum of these constraints stated in Table 6.7 on the broiler production, attitude towards Lack of Healthcare Support Index (LHS) among broiler farmers was worked out and summarized in Table 8.

TABLE 8 ATTITUDE TOWARDS LACK OF HEALTHCARE SUPPORT INDEX

S.No.	***Index Range (Percentage)***	**Size of Broiler Farmers**			
		Small	***Medium***	***Large***	***Total***
1.	**25 – 50**	5(11.1)	2(3.3)	1(2.2)	8(5.3)
2.	**50 – 75**	17(37.8)	20(33.3)	16(35.6)	53(35.3)
3.	**75 – 100**	23(51.1)	38(63.3)	28(62.2)	89(59.3)
Total		45(100.0)	60(100.0)	45(100.0)	150(100.0)

Source: Primary data

It is inferred from Table 8 that the majority of all the three categories of farmers fall in the index range of 75 to 100 per cent signifying that ‘Lack of Healthcare Support’ is a major constraint, thereby confirming the fact that almost all the statements of constraint do cause adverse impacts in their broiler production. The small farmers with 37.8 percent and the large famers with 35.6 percent being in the index range of 50-75 percent share the same opinion.

PROBLEMS RELATED TO GROWING CHARGE

Growing charge is a return for the farmers in integrated broiler farming system. The farmers work round the clock only to earn from the broiler farming. But sometimes they face problems in receiving the charge for growing the broiler birds. The rate of Growing charge is different from the Integrator to Integrator though almost all the farmers are working hard to increase the productivity. Most of the integrators are reluctant to provide any advance for meeting the operating expenses of the broiler farm out of the growing charge payment. If the final payment is delayed, the farmers cannot prepare the farm for the next batch.

In addition to farm expenses the farmers may be in need of funds for meeting their domestic and personal expenses. In such situations the farmers cannot carry on the broiler farm works enthusiastically and effectively. With such constraints, the farmers may resort to borrowing from outside. Therefore an attempt was made to analyse the factor'Problems related to Growing Charge' in broiler industry with the help of five variables. The broiler farmers were asked to rate these variables at five point scale according to the order of existence from very high to low. The resulted mean score and the respective 'F' statistics are shown in Table 9.

TABLE 9 ATTITUDE TOWARDS PROBLEMS RELATED TO GROWING CHARGE

S.No.	***Variable***	**Mean Score of Broiler Farmers**				***F-Statistics***
		Small	***Medium***	***Large***	***Overall***	
1.	Low rate of Growing Charge	4.0222	4.3833	4.5111	4.3133	6.495^{**}
2.	Payment is not made in time	3.3111	2.5500	3.6667	3.1133	10.311^{**}
3.	Difference in Growing Charge among integrators	4.4444	4.5000	4.5556	4.5000	0.258^{NS}
4.	No advance is paid from the Growing Charge	3.6444	3.8667	3.8667	3.8000	0.814^{NS}
5.	Power cut and high rate of Electricity Tariff	3.6444	3.7667	3.6444	3.6933	0.261^{NS}

Source: Primary data

Of the five variables pertained to the level and importance of the constraint, problem related to growing charge, the broiler farmers of all the categories, namely small, medium and large size farmers perceive highly of the variables 'difference in growing charge among integrators' and 'Low rate of growing charge' with high mean scores, thereby agreeing to the fact that there are problems in the practice of payment of growing charge to the farmers.

The significant difference among the three categories of farmers is identified regarding the perception on the Problems related to Growing Charge, especially in Low rate of growing charge and payment is not made in time, since the respective F-statistics is significant at 5 per cent level.

Problems related to Growing Charge Index (PGCI) among the Broiler Farmers

In order to know about the quantum of these constraints stated in Table 6.9 on the broiler production, attitude towards Problems related to Growing Charge Index (PGCI) among broiler farmers was worked out and summarized in Table 10.

TABLE 10 PROBLEMS RELATED TO GROWING CHARGE INDEX

S. No.	*Index Range (Percentage)*	Size of Broiler Farmers			
		Small	*Medium*	*Large*	*Total*
1.	**25 – 50**	2(4.4)	1(1.7)	-	3(2.0)
2.	**50 – 75**	18(40.0)	18(30.0)	9(20.0)	45(30.0)
3.	**75 – 100**	25(55.6)	41(68.3)	36(80.0)	102(68.0)
	Total	45(100.0)	60(100.0)	45(100.0)	150(100.0)

Source: Primary data

It is inferred from Table 10 that the majority of the large size farmers contributing 80 percent fall in the index range of 75 to 100 per cent thereby confirming that payment of growing charge is delayed. The medium and small size farmers with 55.6 per cent and 68.3 per cent also share the same opinion but severity in their case is less as compared to the large size farmers.

OVERALL CONSTRAINTS INDEX

The overall Constraints Index (OCI) is computed and presented in Table 11.

TABLE 11 OVERALL CONSTRAINTS INDEX

S. No.	*Index Range (Percentage)*	Size of Broiler Farmers			
		Small	*Medium*	*Large*	*Total*
1.	**25 – 50**	8(17.8)	6(10.0)	3(6.8)	17(11.4)
2.	**50 – 75**	28(62.2)	41(68.3)	35(79.5)	104(69.8)
3.	**75 – 100**	9(20.0)	13(21.7)	6(13.6)	28(18.8)
	Total	45(100.0)	60(100.0)	45(100.0)	150(100.0)

Source: Primary data

The analysis of the overall index of the constraints in the integrated broiler farming in Theni District clusters shows that the majority of the small, medium and large size categories of farmers constituting 62.2, 68.3 and 79.5 per cent respectively fall in the index range of 50 – 75 per cent. The numbers of broiler farmers who are in the index range of above 50 percent constitute 88.6 percent of the total. It implies that almost all the broiler farmers are facing problems. Large size farms faced majority of constraints while the others are quite moderate in this regard.

IMPACT OF PROBLEMS ON PROFIT IN BROILER FARMING

The impact of important Production Problem in the integrated broiler farming may have its own influence on the profit of the farms. It is highly imperative to analyse the impact of IPPs on the profit of the farms to exhibit the relative importance of each IPPs on the profit of the farms. The multiple regression analysis has been executed to analyse such impact in broiler farm in small, medium and large sizes separately. The annual average gross return of the broiler farmer is treated as dependent variable whereas production problems such as absence of quality input, lack of capital, disease and mortality, medicine support and Problems related to growing charge are taken as independent variables. The fitted regression model is

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + eu$$

Where,

Y	-	Gross Return of the Broiler Farmer (in rupees)
x_1	-	Score on Absence of Quality Input
x_2	-	Score on Lack of Capital
x_3	-	Score on Disease and Mortality
x_4	-	Score on Lack of Healthcare Support
x_5	-	Score on Problems related to Growing Charge
$b_1, b_2, ..., b_5$	-	Regression coefficient of independent variables
a	-	Intercept and
eu	-	Error term

The result of regression analysis is presented in Table 12.

TABLE 12 IMPACT OF PROBLEMS ON PROFIT IN BROILER FARMING

S.No.	Independent Variable	Regression Co-efficient in			
		Small	Medium	Large	Overall
1.	Absence of Quality Input	0.0845^{NS}	-0.2138*	-0.2758*	-0.2043*
2.	Lack of Capital	-0.2511*	-0.1759*	-0.1964*	-0.1983*
3.	Disease and Mortality	-0.180*	-0.1342*	-0.0947*	-0.1172*
4.	Lack of HealthCare Support	-0.1660	-0.2791*	-0.2150*	-0.2072*
5.	Problems related to Growing Charge	-0.2530*	-0.2160^{NS}	-0.1883^{NS}	-0.2078 ^{NS}
	Constant R^2 F-statistics	-1.2738 0.7251 65.380*	-1.758 0.6947 45.916*	-3.1294 0.7652 72.916*	-1.9816 0.7150 63.542

Source: Primary data

*Significantly at five per cent level.

In case of broiler farming in the study area as a whole, the significantly influencing independent variables are absence of quality input, lack of capital, disease and mortality and lack of health care support. The regression co-efficient of the said variables are negative and statistically significant. It implies that one percent increase in the said problems would decrease the gross returns of the broiler farms by 0.2043, 0.1983, 0.1172 and 0.2072 percent respectively from its mean level. The change in perception on IPPs explains the changes in the profit of the overall farms to the extent of 71.50 percent since its co-efficient of determination is 0.7150.

Association between the Profile of the Farmers and their Perception on Problems in Broiler Farming

The profile of the owners may be associated with their perception on Important Production Problems (IPP)s. In order to analyse this aspect, the included profile variables are gender, age, level of education, marital status, nature of family, family size and income score. The one way analysis of variance has been executed to analyse such association. The results are presented in Table 13.

TABLE 13 ASSOCIATION BETWEEN THE PROFILE OF THE FARMERS AND THEIR PERCEPTION ON PROBLEMS IN BROILER FARMING

S.No.	Profile Variable	Regression Co-efficient in				
		Absence of Quality Input	Lack of Capital	Disease and Mortality	Lack of Healthcare Support	Problems related to Growing Charge
1.	Gender	2.498*	2.165^{NS}	1.932^{NS}	1.753^{NS}	1.3395^{NS}
2.	Age	2.1325*	3.059*	2.878*	2.653*	2.638*
3.	Level of Education	2.985*	3.231*	2.475*	1.934^{NS}	2.8072*
4.	Marital Status	1.392^{NS}	1.7092^{NS}	1.0052^{NS}	2.067^{NS}	1.856^{NS}
5.	Community	0.592^{NS}	1.355^{NS}	3.7329*	0.826^{NS}	3.519*
6.	Family Size	3.128*	2.993*	2.781*	2.599*	2.902*
7.	Income	2.886*	2.409*	3.181*	2.493*	2.708*

Source: Computed data

Regarding the perception on ‘Absence of Quality Input’ problem, the significantly associating profile variables are gender, age, level of education, family size and income since their ‘F’ statistics are significant at five per cent level. In the case of perception on ‘Lack of Capital’ problem, the significantly associating profile variables are age, level of education, family size and income. In the case of perception on ‘Disease and Mortality’ the significantly associating profile variables are age, level of education, community, family size and income. In the case of perception on ‘Lack of Healthcare Support’, the significantly associating profile variables are age, family size and income. In the case of perception on ‘Problems related to Growing Charge’, the significantly associating profile variables are age, level of education, community and income since their respective ‘F’ statistics are significant at five per cent level.

Suggestions

- Provision of healthy chicks is the major factor which ensures success in broiler farming. If weak and unhealthy chicks are provided, there will occur a higher rate of mortality which will result in huge loss to the farmers. Therefore the integrator must provide healthy and properly immunised chicks to the farmers whose prospects’ largely depend on the chicks only. Feed Management in broiler farming is an important component which has to be done with care and efficiency. Fixed quantity of feed to each bird is provided. In proportionate to it, the birds will gain weight. This is measured by feed conversion rate. The birds have to be fed judiciously as prescribed in broiler farming. Otherwise there will be large scale wastage of feed which will result in loss to the farmers.
- Institutional credit is an important component in broiler farming which involves so many expenses to the farmers from the preparation of the shed up to the lifting of the birds. Most of the farmers depend on institutional credit to meet out these expenses. If such credits are made available to the farmers on hassle free and less cumbersome procedures, they can continue their broiler farming activities without interruption. But many of these institutions like banks

are not always farmer friendly. This is the reason why the farmers have to depend on the local money lenders to get credit on higher rates of interest.

- Diseases in broiler farms pose serious problems in broiler farming which result in huge loss on profit and discourage the farmers. Avian Flu and other diseases have become common in broiler farms. The services of the veterinary physicians must be effectively carried on to prevent and eradicate the diseases. Timely vaccination will help in preventing the onset of infections on the birds. Even healthy chicks are susceptible for many air-brone and water-brone diseases which need to be attended immediately.
- Payment of growing charge in broiler farming is a mandatory provision agreed upon both by the integrator and the farmer. In these days of increasing cost of inputs and labourer, the farmers feel the growing charges could be increased to some extent in order to help the farmers. Prompt payment on lifting of the birds is essential to enable the farmers to continue their batches and also advance-payments to farmers will help them to carry on the broiler farm operations effectively and enthusiastically.

CONCLUSION

The analysis of the overall index of the constraints in the integrated broiler farming in Theni District clusters shows that the majority of the small, medium and large size categories of farmers constituting 62.2, 68.3 and 79.5 per cent respectively fall in the index range of 50 – 75 per cent. Large size farms faced majority of constraints while the others are quite moderate in this regard. The overall perception on the suggestions to solve the problems faced by the broiler farmers are institutional credit, disease control, chick quality, feed management, government subsidies, enactment of law and reasonable growing charge.

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LEXICAL-SEMANTIC UNITS AND THEIR PECULIARITIES

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ABSTRACT

The article illustrates some data as well as theories about lexical-semantic units. Moreover, it determines the lexical-semantic units within two languages Uzbek and English. The peculiarities of the lexic-semantic units are given in the following article.

KEYWORDS: *Lexic Units, Semantic Units, Cognition, Concept, Specialization, Generalization, Metaphor, Metonymy.*

INTRODUCTION

Text is both a unit of language and a unit of speech that is quite common today. The question of the levels of language structure in linguistics is essential for research of the linguistics. A variety of analysis in the process of language research phonological, morphological, syntactic and lexical-semantic levels where does the text appear in the hierarchy of these levels? In general, Can text be a separate layer of language structure? For a long time, until text linguistics flourished in linguistics, one idea prevailed in this regard, for instance, the hierarchy of linguistic units (hierarchical) structure is recognized as the highest unit. For example, the famous French linguist E. Benvenist segmentation of a sentence (into pieces)separation), but it can be any other high - level unit emphasizes that it cannot be viewed as a constituent, and so on writes: “Speech only comes before or after any other statement, theymay be in a series relationship with. The group of words to the level of speech cannot form a relatively separate level unit. There is no language level above the level categorimatic (sentence)” [1. 58]

MATERIALS AND METHODS

Russian linguist M.Ya.Bloxgave the relationship of language units and language levels as a holistic system, from the smallest unit of language to the largest unit, is a special emphasis on the essence of the pre-text hierarchy. In particular, the relation of speech and text to language levels is clear and explains well-founded ideas. The types of lexic-semantic group are as followings:

First, a type that represented by the lexical values of two, more, or more words;

Second, it develops historically, for example, it’s mind-boggling.

Third, close to the thematic group, but it differs significantly from it.

Lexical semantics is a part of linguistics that is the study of word meaning. Descriptively speaking, the main topics studied within lexical semantics involve either the internal semantic structure of words or phrases, or the semantic relations that occur within the vocabulary. Within the first set, major phenomena include polysemy, metonymy, metaphor, and prototypicality. Within the second set, dominant topics include lexical fields, lexical relations, conceptual metaphor and metonymy, and frames. Theoretically speaking, the main theoretical approaches that have succeeded each other in the history of lexical semantics are prestructuralist historical semantics, structuralist semantics, and cognitive semantics. These theoretical frameworks differ as to whether they take a system-oriented rather than a usage-oriented approach to word-meaning research but, at the same time, in the historical development of the discipline, they have each contributed significantly to the descriptive and conceptual apparatus of lexical semantics.[2.1]Lexical semantics is the study of word meaning. The following first, presents an overview of the main phenomena studied in lexical semantics and then charts the different theoretical traditions that have contributed to the development of the field. The focus lies on the lexicological study of word meaning as a phenomenon in its own right, rather than on the interaction with neighboring disciplines. This implies that morphological semantics, that is the study of the meaning of morphemes and the way in which they combine into words, is not covered, as it is usually considered a separate field from lexical semantics proper.

RESULT AND DISCUSSION

Once senses are identified (and assuming they can be identified with a reasonable degree of confidence), the type of relationship that exists between them needs to be established. The most common classification of semantic relations emerges from the tradition of historical semantics, that is, the vocabulary used to describe synchronic relations between word meanings is essentially the same as the vocabulary used to describe diachronic changes of meaning. In the simplest case, if sense *a* is synchronically related to sense *b* by metonymy, then a process of metonymy has acted diachronically to extend sense *a* to sense *b*: diachronic mechanisms of semasiological change reappear synchronically as semantic relations among word meanings. The four basic types are:

Specialization;

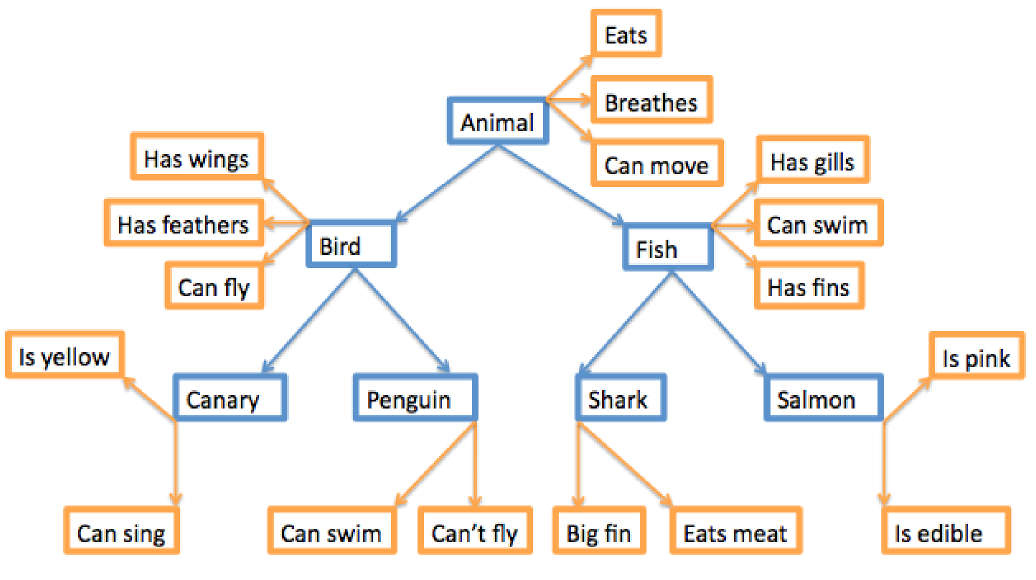
Generalization;

Metaphor;

Metonymy

In the case of semantic *specialization*, the new meaning is a restriction of the old meaning: the new meaning is a sub-case of the old. In the case of semantic *generalization*, the reverse holds: the old meaning is a sub-case of the new. Examples for lexical-semantic features of the words like clothes can be as following: the lexicological word group which describes clothing in English and Uzbek are absolutely different. In English, there are a great number of words that can indicate clothing and its features, and this exists in Uzbek language too. On the other hand there many differences between them. The differences are based on culture. Since the clothes are cultural and have various types of them according to mentalitythere are various types clothes for body parts.

Understanding lexical semantic units can be seen as the following picture:



The picture shows the lexic-semantic feature of the word "animal"; its categories and types.

Compared to prestructuralist semantics, structuralism constitutes a move toward a more purely 'linguistic' type of lexical semantics, focusing on the linguistic system rather than the psychological background or the contextual flexibility of meaning. With the poststructuralist emergence of cognitive semantics, the pendulum swings back to a position in which the distinction between semantics and pragmatics is not a major issue, in which language is seen in the context of cognition at large, and in which language use is as much a focus of enquiry as the language system.[2.3]

CONCLUSION

Lexical semantics or lexicosemantics, as a subfield of linguistic semantics, it is the study of word meanings. It includes the study of how words structure their meaning, how they act in grammar and compositionality, and the relationships between the distinct senses and uses of a word. The units of analysis in lexical semantics are lexical units which include not only words but also sub-words or sub-units such as affixes and even compound words and phrases. Lexical units include the catalogue of words in a language, the lexicology. Lexical semantics looks at how the meaning of the lexical units correlates with the structure of the language or syntax. This is referred to as syntax-semantic interface. The study of lexical semantics indicates at:

- the classification and decomposition of lexical items
- the differences and similarities in lexical semantic structure cross-linguistically
- The relationship of lexical meaning to sentence meaning and syntax.

Lexical units, also referred to as syntactic atoms, can stand alone such as in the case of root words or parts of compound words or they necessarily attach to other units such as prefixes and suffixes do. The former are called free morphemes and the latter bound morphemes. They fall into a narrow range of meanings (semantic fields) and can combine with each other to generate new denotations. Cognitive semantics is the linguistic paradigm or framework that since the

1980s has generated the most studies in lexical semantics, introducing innovations like prototype theory, conceptual metaphors, and frame semantics.

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PSYCHOLOGICAL EFFECTS OF MOTIVATION OF MARRIAGE IN YOUNG PEOPLE ON FAMILY STRENGTH

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ABSTRACT

Family is the sanctuary, the family is the backbone of society. The stronger the family, the stronger and faster it develops. The happiness and well-being of every family is ultimately a condition for the stability, prosperity and well-being of society. The strengthening of the legal basis of the family in both religious and international and national legislation serves to ensure the well-being of every family and every person, the harmony of citizens.

KEYWORDS: *Family, Marriage, State, Society, Constitution, Family Code, Declaration, State Program*

INTRODUCTION

From time immemorial, our people have paid special attention to ensuring the strength of families, comprehensive protection of the interests of mothers and children, the formation of a sense of responsibility to the family. International legal instruments also define the legal basis of the family. Article 16 of the Universal Declaration of Human Rights states:

1. Men and women who have reached the age of majority have the right to marry and to found a family without any restrictions on race, nationality or religion. They enjoy the same rights in marriage, in marriage, and in divorce.

2. At the time of marriage, a marriage may be entered into only with the free and full consent of both parties.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State. "

MATERIALS AND METHODS

It should be noted that these traditions are also reflected in our national legislation. The existence of the "Family" chapter in our Constitution alone reflects the state's attention to the family.

Article 63 of the Constitution stipulates that the family is the basic unit of society and has the right to protection by society and the state. Article 66, which reflects our national and religious values, is another factor that defines the sanctity of the family. It states that "able-bodied children are obliged to take care of their parents." It is noteworthy that this chapter is one of the features of our Constitution that distinguishes it from the Constitutions of other countries[1].

The Family Code of the Republic of Uzbekistan further strengthens the legal framework of the family. Article 4 states, “In the Republic of Uzbekistan, the family, motherhood, fatherhood and childhood are under state protection[2].

In the Republic of Uzbekistan, motherhood and fatherhood are honored and respected. ”

Maternal and child health play a special role in ensuring the stability of the family. The fact that the legislation provides for free medical examinations of married persons also serves this purpose.

RESULTS AND DISCUSSION

Article 16 of the Family Code sets out circumstances that prevent marriage. It is not permissible to enter into marriages between relatives who are properly related by lineage, between siblings and step-siblings, as well as between adoptive parents and adoptees. This principle in the law is also established in our religion. For example, in verse 23 of Surat an-Nisa ', men are forbidden to marry their mothers, daughters, sisters, aunts, or women who are close relatives.

The possibility of applying local customs and traditions in family law is also stipulated in our current legislation. According to him, if the relevant norms on the regulation of family relations are not in the legislation, local customs may be applied without contradicting the legislation of the Republic of Uzbekistan.

The development of legal norms, taking into account our national traditions and religious values, plays an important role in their implementation, ensuring that people follow the law.

It has become a good tradition in our country to give a special name to each passing year, according to which the development and implementation of programs aimed at further development of a particular industry, industry or society. In particular, 1998 - "Year of the Family", 1999 - "Year of Women", 2000 - "Year of Healthy Generation", 2001 - "Year of Mothers and Children", 2010 - "Year of harmoniously developed generation" 2 years - "Strong family" The adoption of targeted programs in these years, aimed at ensuring the interests of the family, women, mothers and children, is also a practical expression of the attention paid to the family.

The adoption of the state program on February 3, 2021, which is called the "Year of Youth Support and Public Health" this year, is a logical continuation of the work done in previous years. It is planned to support young people, create opportunities for their education and employment, taking into account family circumstances. In particular, the number of state grants for higher education will increase by 25% and the number of state grants for women from needy families will double. At the same time, in order to reduce poverty, measures will be taken to expand the opportunities for families with unemployed members, including those included in the "Iron Book", "Women's Book" and "Youth Book", to engage in farming.

CONCLUSION

As we can see, the attention and care for the family and its stability in our country is unparalleled. This is not in vain, of course. After all, family stability is the foundation of a country’s stability.

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THE UNIQUENESS OF PERSONALITY TRAITS IN MODERN ENTREPRENEURIAL WOMEN

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ABSTRACT

According to the article, one of the most important tasks in Uzbekistan is to support women's entrepreneurship and create conditions for them to earn a decent income. In particular, the article calls on the country's new mechanisms outlined by President Sh.M. Mirziyoyev are widely discussed. At the same time, the role of women's entrepreneurship in the economy of our country and the problems of women's employment have been studied and scientifically based proposals have been made.

KEYWORDS: *Family, Marriage, State, Society, Constitution, Family Code, Declaration, State Program*

INTRODUCTION

Entrepreneurship development among women is one of the most important ongoing processes in the world. Today, women make up a large part of the able-bodied and economically active population of our country. According to experts, it is the potential of women's entrepreneurship that can double the world's GDP. According to a study by experts from the Boston Consulting Group, if the number of women entrepreneurs were equal to the number of male entrepreneurs, the size of the global economy would increase from $ 2.5 trillion to $ 5 trillion[1].

MATERIALS AND METHODS

It is important to note that 90% of projects in the field of socially oriented business, ie the comprehensive development and education of children and youth, are implemented by women. To increase the share of women's entrepreneurship in the economy, women are provided with soft loans for family and private entrepreneurship. Despite the fact that more than half of the working age population in our country are women, it is difficult to determine their share in small business and private entrepreneurship. This is because there is no clear information on the development of women's business. In particular, given the current regional and global integration processes, national needs and priorities, it is impossible to assess the contribution of women entrepreneurs to various areas of development, to identify areas for further development of women's entrepreneurship. The development of a comprehensive approach to the development of women's entrepreneurship, the development and implementation of programs to support women-run enterprises, providing them with access to information, market, education and financial resources, and the active promotion of business among women today. is up to date.

RESULTS AND DISCUSSION

Therefore, under the leadership of President Sh. Mirziyoyev, the tasks of creating permanent jobs for women, as well as taking measures to develop family business, home-based work, handicrafts, and horticulture have been identified and are being implemented. In particular, on February 7, 2017 on the basis of the Decree of President Sh. Mirziyoyev "On the Strategy of further development of the Republic of Uzbekistan" PF-4947 "Five priorities for the development of the Republic of Uzbekistan in 2017-2021" Strategy of action in the direction of "developed and entered into force today.

Presidential Decree No. PF-5325 of February 2, 2018 - on measures to radically improve the activities in the field of support of women and strengthening the institution of the family, as well as March 7, 2019 "On guarantees of women's labor rights This is evidenced by the adoption of the Resolution "On measures to further strengthen and support entrepreneurship." The main purpose of the adoption of these Decrees is to bring the rights and legitimate interests of women to a qualitatively new level, to strengthen their role and status in the family and society, to fully realize their potential, to further improve the socio-spiritual environment in families. serves to heal.

The laws of the Republic of Uzbekistan aimed at the development of small business and private entrepreneurship, resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, works of the President of the Republic of Uzbekistan, scientific works of well-known scientists in economic, social and political spheres. rganildi. While women are actively involved in measures to modernize and renew the national economy, it is clear that women's labor is becoming increasingly popular, especially in the development of small business and private entrepreneurship.

In the current complex pandemic, they have provided practical assistance to about 28,000 women in entrepreneurship, crafts, retraining, employment, and trained 21,500 young girls in short-term vocational courses[2].

It also plans to strengthen the concept of "women's entrepreneurship" in the legislation, conduct a basic study of the EBRD program on the analysis of the investment climate in Uzbekistan, taking into account gender approaches, and develop a National Program for Women's Entrepreneurship Development.

Another important aspect is the $ 10 million allocated by the European Bank for Reconstruction and Development under the Entrepreneurial Woman program. It is also noteworthy that the US dollar loan is also used to support small and medium-sized enterprises run by women in Uzbekistan.

The number of women entrepreneurs has increased by about 45,000 a year, creating thousands of new jobs. In recent years, more than 13 trillion soums of soft loans have been allocated to cover more than 600,000 families within the framework of "Every family is an entrepreneur", "Our youth future" and other social programs aimed at attracting a wide range of people to entrepreneurship and expanding their sources of income. achieved. Today, more than 17 million people in Uzbekistan are women. To support their business projects and solve their problems, a new system of training women entrepreneurs in the field, developing model business plans and providing them with practical assistance has been introduced. More than 1 trillion soums have been allocated from the budget for this purpose.

CONCLUSION

It should be noted that a particular country has a number of international standards that define the environment for women's entrepreneurship, the level of development of which is determined by an international document that determines the ranking of countries, called the Global Index of Women's Entrepreneurship.

The Global Women Entrepreneurship Index measures the prospects for women's entrepreneurship around the world. The quality of women's entrepreneurship is determined by three main factors: the business environment, the business ecosystem, and women's desire to be entrepreneurs. A number of factors are taken into account in the preparation of this document. These include women's access to business education systems and resources, access to infrastructure provided by government agencies and commercial banks, and the collection and presentation of statistics on women's entrepreneurship.

We consider it expedient to take the following measures in the development of entrepreneurship, in particular, women's entrepreneurship:

- Gender equality and economic empowerment of women;

- Institutional improvement and development of the microcredit system aimed at supporting entrepreneurship;

- To develop women's economic opportunities and entrepreneurship

focus on improving legislation and creating strong legal safeguards;

- International standards of women's entrepreneurship and improvement of national legislation in this area;

In conclusion, Uzbekistan's participation in the global ranking will help to identify measures to further improve the environment for women's entrepreneurship, as well as to achieve a positive approach of the international community.

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PREREQUISITES FOR IDENTIFYING GIFTED CHILDREN AND SHAPING THEIR ABILITIES

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ABSTRACT

This article describes the pedagogical conditions for the identification and selection of gifted students, the organization of their educational activities, the education and development of gifted students, the effective functioning of talent, the development of students' talents.

KEYWORDS: *Pupil, Talent, Student, Intellect, Ability*.

INTRODUCTION

Improving the system of in-depth and specialized educational process, taking into account the level of talent, ability, interests and academic mastery of students around the world, creating a pedagogical basis for the development of independence, creative initiative and social responsibility in students, creative potential The development of student-centered educational technologies, diagnostics of students' talents and spiritual support are of great importance.

Also, the selection of talented students and the organization of their educational activities, the education and development of gifted students as a priority of pedagogical activity is one of the most pressing issues today. An example of this is the Resolution of the President of the Republic of Uzbekistan dated May 3, 2019 No PP-4306 "On measures to identify talented young people and organize a continuous system of training highly qualified personnel.[1] "

MATERIALS AND METHODS

In particular, “Consistent measures are being taken in our country to support promising young people, to create additional conditions for the realization of their potential, the effective conduct of research and innovation. At the same time, there is a need to improve the system of continuous identification of talented young people and training of highly qualified personnel in order to increase the desire and intellectual potential of the younger generation to acquire knowledge, as well as to further enhance the image of our country in the international arena "[1].

"Talent" in Arabic means "to be able", "to be able to do", the creative nature and mental activity of the individual [2], as well as the ability of talented young people to pursue goals, perseverance and diligence, as well as the desire to engage in creative activities. are distinguished by their strength. The main purpose of the search, identification and education of talented students is to train young people with intellectual potential, which will develop the scientific and creative potential of the republic.

RESULTS AND DISCUSSION

Psychological dictionaries define "talent" as follows[2]:

1) Talent that ensures the successful implementation of this activity is a unique combination of abilities;

2) Talent is a general ability that determines the scope of a person's capabilities, level of activity and personality;

3) Talent is a whole individual description of mental potential, ability to learn and cognitive abilities;

4) Talent is the abilities given by nature, the degree of specificity and manifestation of their natural basis;

5) Talent is talent, the availability of internal opportunities and conditions to achieve high results in business [3].

Based on these descriptions, it can be argued that the innate abilities that define the general intellectual and cognitive abilities of a person on the basis of talent are the key to success in any activity (e.g., educational, creative, professional, scientific). Lies in the special abilities that make it possible.

A gifted child is a child who is bright, clear, and sometimes has great achievements (or has the inner conditions of such achievements) in this or that type of activity.

General abilities are characterized by high intellectual potential, quick resolution of a problem or issue, and a creative approach to one's work.

People with special abilities, on the other hand, have the ability to do any specific activity (for example, math, music, drawing, chess, sports) and prefer to engage in this activity. Gifted children are general and special. Are children who embody abilities. They differ from other children with the following symptoms:

- Curiosity;

- Always looking for answers to various questions;

- Rapid development of speech, thinking, memory;

- Music, drawing, reading, computers and computers from an early age

Interest in games, math;

- High level of cognitive activity and learning activities;

- Purposefulness and originality in modern computer technology;

- Productivity of thinking.

From a pedagogical point of view, general and special abilities depend on important factors, taking into account the age. Early childhood - Preschool and elementary school age, talent can be seen and developed as a general and universal ability. Over time, this general ability acquires specific characteristics that determine a particular direction. At the same time, it is important to pay attention to the extent to which this ability is manifested by the child. The ability that is clearly manifested, that is, the ability that is noticed by psychologists, educators, parents - the actual ability that is not noticed by others - is called a potential ability[3].

CONCLUSION

In conclusion, talent is a set of abilities that are determined by nature, which determines the general intellectual and human cognitive abilities, and the special abilities that ensure success in creative, scientific activities. Identifying gifted students is also an ongoing process that involves an in-depth analysis of personal development.

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CHEMICAL COMPOSITION OF STONE-FORMING SALTS IN THE URINARY TRACT AND THE IMPORTANCE OF THEIR TREATMENT IN FOLK MEDICINE

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ABSTRACT

The article provides information on the chemical composition of salts that cause urinary stone diseases. The article also discusses the importance of folk medicine in the elimination of these salts. Mankind has long used plants, animals, and minerals that have medicinal properties in the treatment of diseases. Depending on the components they contain, it is possible to draw conclusions about the composition of urinary stones.

KEYWORDS: *Urinary Stone Diseases, Urate Salts, Oxalate Stones, Phosphate Stones, Folk Medicine.*

INTRODUCTION

It is known that the protection and preservation of human health is one of the important factors in the development and prosperity of society.

During the years of independence, a number of remarkable works have been carried out in our country to improve the health of the population and a healthy lifestyle.In particular, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 25.12.2019 No 1035 "On further improving the protection of public health", the Council of the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan dated 18.01.2021 Resolutions on Measures to Enhance Development ”serve as an important legal factor in the development of the industry.

To date, there are still unresolved issues to improve the health of the population, and the role of modern medicine, as well as representatives of folk medicine in solving these problems is invaluable.

It is no secret that in many countries of the world in modern medicine in the treatment of diseases today are often used synthetic drugs. Synthetic drugs not only give effective results in the treatment of diseases, but also have their own unpleasant side effects. Also, in many cases, long-term use of synthetic drugs can lead to other diseases.

Mankind has long used plants, animals, and minerals that have medicinal properties in the treatment of diseases. It has been proven over the years that these elements, which are of natural origin, do not adversely affect the human body. Accordingly, the integration of modern medicine and folk medicine in the treatment of diseases is a topical issue [1].

Among many diseases in the world, urinary stone disease is one of the most common diseases. This disease is one of the most common diseases in our country, caused by the climate of the region, the quality of soil and drinking water, the environment and some socio-economic characteristics of the population.

There are 2 types of causes of stone formation in the urinary system, these are formal and causal types. The formation of salt in the formal type is explained by physicochemical perspectives and conditions. It is based on the fact that the causal type depends on the etiological factors that cause this process [2].

The size of stones formed in urinary stone diseases is classified according to their location, composition, etiology, risk of recurrence and radiological characteristics.

Depending on the location of urinary stones, the disease differs depending on the presence in the kidneys (nephroltitase), urinary tract (ureterolithiasis) and bladder (cystolithiasis).

Urinary stones are classified as follows:

Urate stones are smooth, brown in color and are formed on the basis of uric acid salts.

-oxalate stones- non-smooth and in some cases needle-shaped, formed on the basis of salts of oxalic acid.

- Phosphate stones - soft and delicate structural gray

-Cystine stones- are relatively hard, the surface of the stones is smooth and has no needles.

-Mixed stones- the core of these stones is formed of various salts.

Changes in the composition and physicochemical properties of urine lead to the formation of urinary stones [3].

Urine concretions are a mixture of many organic and inorganic compounds. Depending on the components they contain, it is possible to draw conclusions about the composition of urinary stones. The chemical composition of urinary concretions also depends directly on the sex of the patient. While the concentration of oxalate salts in the urine concretions of male patients is high, the concentration of phosphate salts is observed in female patients. Oxalate stones are also found in 39.5% of men and 6.9% of female patients [4].

The main components of stones in the urinary system are mainly calcium and phosphorus salts. In classifying urinary stones, their origin and sources are taken into account.

№	Mineral name	Formula
1	Calcium oxalate	CaC_2O_4
2	Whewellite	$CaC_2O_4 \cdot H_2O$
3	Weddellite	$CaC_2O_4 \cdot 2H_2O$
4	Calcium phosphate	$Ca_3(PO)_4$
5	Hydroxyapatite	$Ca_5(PO)_3(OH)_2$
6	Brushite	$CaHPO_4 \bullet 2H_2O$
7	Uricacid	$C_5H_4 N_4O_3$
8	Uric acid dihydrate	$C_5H_4O_3N_4 \bullet 2H_2O$
9	Sodium urate	$NaC_5H_4O_3N_4$
10	Struvite	$NH_4MgPO_4 \cdot 6H_2O$
11	Carbonate Apatite	$Ca_5(PO_4)_3OH$
12	Ammonium urate	$NH_4C_5H_4O_3N_4$
13	Cystine stones	$[-S-CH_2-CH(NH_2)-COOH]_2$
14	Xanthine stones	$C_5H_4O_2N_4$

Synthetic drugs are also actively involved in the formation of urinary stones. Amoxacillin, ampicillin, ceftriaxone, trimethoprim ephedrine, fluoroquinolones and sulfanilamide drugs are actively involved in the formation of crystals and stone formation in the urinary tract.

Calcium oxalate stones are common among urinary stones, accounting for 57% of urinary stone diseases. These rocks are composed of crystals of vevelite and veddellite minerals [5].

Oxalate stones are formed due to calcium cations and oxalic acid anions:

$$Ca^{2+} + C_2O_4^{2-} \rightarrow CaC_2O_4\downarrow$$

The urinary environment and the concentration of magnesium and citrate ions in it play an important role in the formation of calcium oxalate salts. In addition, an increase in the concentration of uric acid and sodium monourate in the urine accelerates the growth of calcium oxalate crystals.

In the formation of urinary stones in the body urinary incontinence, renal tubular acidosis, chronic diarrhea, urinary tract infections, changes in the urinary environment, hyperparathyroidism, hypercalciuria, hyperuricosuria, hypocytururia, hyperuricemia and hyperuricemia.

Today, synthetic and natural drugs are widely used in modern medicine, along with surgery, in the treatment of urinary stones.

Thiazide diuretics (hypothiazide, indapamide, hydrochlorothiazide), biophosphonate group drugs, calcitonin preservatives, citrates, pyridoxine (vitamin B_6), allopurinol, Cystone, Fitolisin, Kanefron etc. drugs are used.

The side effects and side effects of synthetic drugs are leading to an increase in consumption today of products rich in natural biologically active compounds. At present, in the treatment of urinary stones in folk medicine, a wide range of natural food additives, such as "Astosh", "Ayritosh", "Golden Valley", "Healing Pressure" and "Mountain Flower", prepared on the recommendations of Doctor of Chemistry, Professor I.R Askarov. used.

With this in mind, one of the most pressing issues is the creation and implementation of new types of natural food supplements based on local medicinal plants that are cheap, high quality and, most importantly, harmless to the body.

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BENCHMARKING IN INCREASING THE ECONOMIC EFFICIENCY OF INDUSTRIAL ENTERPRISES

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ABSTRACT

The article demonstrates the application of the given system to describe benchmarking of different economic companies. It was verified that even today, it is difficult and often impossible to predict the future development of enterprises, benchmarking is a very effective tool of company economic management.

KEYWORDS: *Company Economic, Benchmarking, Enterprises, Economic Efficiency.*

INTRODUCTION

Resolution of the president "On approval of strategy for management and reform of enterprises state participation in 2021 - 2025" to increase their effectiveness in fulfilling goals and objectives. The goal of the strategy is to reform the management system of state-owned enterprises, improve and commercialize their activities in a competitive market environment, and increase their efficiency in fulfilling the goals and objectives set by the state for each enterprise [1].

Production efficiency of industrial enterprises is characterized by the ratio of economic activity, economic programs and activities at the enterprise level to the cost of production, the factors of production that led to the achievement of maximum output using resources of a certain value. Production efficiency is the end result of an enterprise. Quantitatively, production efficiency can be measured by the amount of labor expended to produce a product, but it is more difficult to accurately measure labor costs. Therefore, production efficiency is the efficiency of the use of labor resources; is determined by the efficiency of the use of means of production and capital. A generalized indicator of production efficiency in enterprises is the growth of commodity production, in addition to the volume of output per unit of monetary expenditure, the ratio of balance sheet profit to the sum of fixed and working capital, total cost indicators are important. Indicators such as labor productivity growth rates, labor savings, and the contribution of labor productivity to output growth are also used. Production efficiency is formed at the expense of technical efficiency (production volume), economic efficiency (labor productivity, labor resources, fixed assets, working resources), social efficiency (material resources, profit). The purpose of calculating production efficiency is to determine what efficiency has been achieved and what other factors can be used to increase it.

The purpose of any industrial enterprise is to produce certain products (works, services) of a certain volume and quality in a certain period of time. However, in determining the scale of production should be taken into account not only the national economic and individual needs for a particular product, but also the achievement of its maximum level of efficiency. Therefore, the quality of the work of an industrial enterprise should be evaluated, first of all, by determining the cost-effectiveness of the product.

Economic theory categorizes efficiency as the efficiency of a production process, a production system, or a particular form of business. In its most general form, the economic efficiency of production is a quantitative ratio of two values - the results of economic activity and the cost of production. Historically, regardless of the form of ownership, the producer is interested in the relationship between all production methods and the costs and results of its activities.

Economic efficiency is ultimately expressed in increasing labor productivity. Consequently, the level of labor productivity is a measure of the economic efficiency of production. The higher the labor productivity and, consequently, the lower the cost of production, the higher the cost-effectiveness of labor costs. According to V.V. Kafidov, economic efficiency is the ratio between the results of economic activity and the cost of living and materialized labor and resources. Economic efficiency depends on the economic efficiency as well as the costs and resources that cause this impact. Thus, economic efficiency is the relative value obtained by comparing this effect with costs and resources. According to N.L.Zeytsev, the efficiency of production characterizes its efficiency, which is reflected in the growth of the welfare of the country's population. Therefore, production efficiency can be defined as the optimal use of resources in relation to the needs of society [2].

Benchmarking is a method of comparative analysis in order to apply the obtained data in practice to improve the efficiency and quality of the company's activities. The main purpose of benchmarking in industrial enterprises is to determine the probability of success of a particular activity.

To fully shed light on this concept, it is worthwhile to take a closer look at the main functions of benchmarking:

- Determining how competitive the company is, what its weaknesses are;
- Determine what changes need to be made;
- Develop a plan to improve the company's operations;
- Development of new approaches to doing business;
- Set long-term goals that are more global than they are now.

Today, benchmarking allows organizations to quickly improve performance at minimal cost. By understanding how industry-leading businesses work, you can reach the same heights and possibly outperform your direct competitors. By carefully studying the successes and failures of others, an entrepreneur can formulate his or her own action strategy that is most effective for industrial enterprises.

Benchmarking has many benefits for enterprises. Due to comparison with competitors, enterprise may find strategic market opportunities, which allow them to increase quality of its products. That leads to meet better customer needs and wishes. The company can identify the operations that should be improved and also detect strengths and weaknesses. Defining the strengths and weaknesses can be a springboard to set up a new business strategy for many companies. It initiates the process of improvement by setting more ambitious goals. As a result of learning from the best companies in the branch, benchmarking provides the way to improve operations and processes in the organization, higher customer satisfaction, cost savings and more effective work of managers and employees. It improves decision- -making (based on better information). The benchmarking results, in its correct interpretation, lead the company to eliminate unnecessary business activities and focus on priorities. Benchmarking in consequence helps to increase business competitiveness.

TABLE 1: APPLICATION OF BENCHMARKING PROCESS

Strategic planning	Defining short nad long term goals
Anticipation	Anticipation of upcoming business trends
New ideas	Functional learning and thinking
Comparison of products and processes	Comparison with competitors or organizations with best practices
Defining objectives	Defining business objectives based on the best organization

To date, many interpretations of the benchmarking concept have been collected. While some see this as a product of the consistent development of the concept of competitiveness, others say that benchmarking is a mobile quality improvement algorithm, while others see it as an exotic innovation as a result of Japanese business practices. However, everyone agrees or more or less agrees with the definition that comparison is the process of finding, identifying, and learning the best known management and business practices. There are two basic approaches to benchmarking: power and process benchmarking. At the beginning benchmarking was focused on the comparison of activities or processes mainly – i.e. the process benchmarking. Contrariwise power benchmarking, which was developed later, directly compares the results of organizations. Both types of benchmarking are very closely related. Comparison of results is important to identify activities that need improvement, and vice versa comparing activities and processes leads to improve business processes and contribute to improve the results [3].

Power benchmarking is based on data. It focuses on relative production rate by using the selected set of criteria. Basically it solves by the question of what results (such as performance, how many units of measure) the company achieve. Mainly there are parameters related to quality (including technical parameters) and productivity (production cost, price). This type of benchmarking is often carried out as a consortium (the study is performed by more organizations), with the participation of third parties - consultants. The great advantage of this type of benchmarking is that the enterprise does not have to find partners or other sources of information for comparison. In comparison with process benchmarking this type is relatively quick and unpretentious for personnel and financial resources.

Literature suggests other types of benchmarking. For example, operational benchmarking, which focuses on a specific aspect, such as IT systems or strategic benchmarking, which com pare strategies and general approaches of its enterprise with the best enterprises in the branch. In practice, it may used with several types of benchmarking at same time. The benchmarking process may appear as follows: at first the power benchmarking is applied, next the process benchmarking is applied and ultimately strategies are compared.

In conclusion, benchmarking allows us to determine why a competing company has achieved significant success in its field of activity, and what actions have led to a positive result. An analysis of only one of these indicators will not give a complete picture of the company’s performance. Comparisons are needed for similar performance in similar areas of activity. The benefit of benchmarking is that production processes, If the best practices, methods and technologies of the most successful enterprises or industries are analyzed and implemented in their organization, sales operations and marketing functions will be the most manageable. This could be the beginning of a new phase in the development of a profitable business, with high resource savings, healthy competition and maximum satisfaction of customer needs.

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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF BILINGUALISM IN CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article is devoted to the problem of the formation of Russian- Uzbek bilingualism in preschool children in the conditions of a multicultural and multilingual environment in Uzbekistan. It objectively arises in the conditions of the need to teach children the Uzbek language as the state language in preschool institutions with a predominantly Russian-speaking organization of the educational process. As it turned out, the process of the formation of bilingualism in children is faced with a number of contradictions that arise between the sociolingual specifics of the region of the country and the language situation in preschool institutions, between the real level of proficiency in the native language and Russian by preschool children; between the level of development of language consciousness in children and the methodological tools used in the formation of bilingualism.

KEYWORDS: *Bilingualism, Principles Of Bilingualism Formation, Conditions For Organized Teaching Of A Second (Non-Native) Language*

INTRODUCTION

The meaning of the concept of "bilingualism". It is easy to guess from its external form: "bi" (from Latin) - double and "lingua" - language. In other words, bilingualism is bilingualism, that is, the equal existence of two languages within one country, or a person's possession of two languages. Even simpler, bilingualism (bilingualism) is the ability of certain groups of the population to communicate in two languages. People who speak two languages are called bilinguals, more than two - polyglots. Speech is one of the most important components of a childs development. The study of the level of proficiency in a language or languages provides an opportunity to obtain information about both general speech abilities and the integrity of development. When communicating, a child, without hesitation, switches from one language to another, without confusing grammatical patterns and phonetics. Bilingualism can be natural and artificial. There are natural bilingualism, when children from birth communicate with carriers of different cultures, and artificial, in which the child is specially trained. Recent studies have destroyed the notion of the dangers of bilingualism, showing that bilingual development of children gives much more than just knowing two languages. Advantages of bilinguals: - biculturalism, - greater tolerance towards other cultures, - manner of thinking and acting in different situations, - brain function twice as fast and better. - in old age, the cell brains of bilinguals are less susceptible to destruction. (It can be said that bilingualism prolongs mental youth.) Unique opportunities: career prospects, learning in any language, useful contacts, communication with people from other countries. Such a child will later be able to read books in the original language, or watch films when there is no translation yet. When you know several languages, you feel freer! In the modern world, there are more and more bilingual children every year. This is due to the processes of globalization, the geopolitical situation, an increase in the flow of migrants, and an increase in the level of education of the population. Bilingual people are more creative. They can make unconventional decisions and still win. Bilinguals often have a strong craving for creative pursuits: drawing, music, writing books or poetry. There are two features of preschool education abroad: teaching children foreign languages and their physical development. In the conversations of parents, the question of when to start learning foreign languages occupies almost the main place. According to Glen Doman, who is director of the Human Potential Development Institute in Philadelphia, America, the highest rate of human brain development occurs before the age of three. But the modern education system provides for the beginning of the learning process after the end of this period. And all the knowledge that can be learned before the age of six from the first time is studied for several years in a row. Therefore, it is best to learn languages before school. The founder of Sony Corporation, engineer, businessman Masaru Ibuka, who created innovative methods for the development of children, who wrote the book "After three it's too late," also confirms this point of view. According to him, very often the program of educating children only after the age of three is discussed. However, at this time the human brain is already developed by almost 80%, and it is worth considering how to focus on learning precisely at the age of three. As proven by modern science, language learning develops the human brain at preschool age. A child who grew up in a bilingual environment is much better able to learn about the world around him in comparison with a child who knows only one language. But pre-school education abroad is characterized by more than one positive feature. The developed countries of Europe do not create a unified system of preschool education, so the child can be sent to the kindergarten, the curriculum in which contains exactly the material that is able to interest the child himself. For children, for example, who love to draw, you can choose a kindergarten with an artistic bias (of course, this means not only drawing, but also music, dancing, and any other activity). Then, after graduating from kindergarten, the abilities of such children will develop even more, taking into account the ability to read and write. Such a system of preschool education abroad – when children do what is close to them, and not what is required by the state program - contributes to the professional development of a person. In the USA and Canada, bilingual education is widespread due to the fact that there are a lot of immigrants from Latin American countries and Asian countries in the countries. In US public schools, bilingual education is supported by federal funds and programs. The official course for its organization is determined by the Act and the Law on Bilingual Education. In Canada, bilingualism, that is, education in the official languages of the country - English and French, is guaranteed by the constitution. Uzbekistan has a system of bilingual education, in which English (also German or French) will be used along with Russian. Summarizing all of the above, for ourselves, we must understand that: “To be bilingual means to have one more eyes and one more ears, it means to have an additional means for contemplating and understanding reality, because “language is a spyglass through which a person looks on the world, with the help of which he perceives this world and, thanks to which, he systematizes the data he collects. This is a container where a person puts the formless clay of existence in order to streamline its structure.

First of all, it should be noted that the process of mastering the Uzbek language by Russian-speaking preschoolers takes place in special classes for teaching the Uzbek language. In parallel, classes are held on the development of speech in Russian, but they have different names: “classes on the development of native speech”, “on speech communication”, “speech classes in Russian”. Comparison of the results of viewing classes on the development of speech in the native and second (non-native) languages indicates that the program objectives and teaching methods in different languages do not differ significantly. Educators do not share the tasks of developing speech in the first, maternal, communicative primary language and in the second, which does not play such an important role in the communicative speech behavior of children, and therefore cannot be acquired in a similar way due to different initial levels of proficiency.

The unbearable tasks set before the children in the classroom for mastering the second language too much exceed their speech capabilities and thus hinder the successful mastery of the Uzbek language. Tasks of excessive complexity preclude progressive, systematic, accessible, appropriate to the existing capabilities of children, successful progress in mastering, in fact, a new language. Sometimes even more complex tasks for the development of Uzbek speech in Russian- speaking preschool institutions were noted, with a more detailed cognitive content than classes for the development of native (Russian) speech.

The lack of a comprehensive solution to all speech problems is a systemic disadvantage of classes in teaching the Uzbek language. Basically, tasks are planned for the development of vocabulary, the tasks of forming coherent monologue speech are called, but there is no work on sound pronunciation, word stress, grammatical skills of form formation, word formation, syntax and dialogical speech.

A certain part of the lessons in the program content calls the tasks of grammar in a too general formulation (“teach children to build complex sentences”, “teach to agree on nouns and adjectives”, “teach to use adverbs”), in fact, only declaring them, since to complete any of the above tasks on one occupation is not possible. Even more general formulations are found when defining tasks in phonetics -“teach the correct pronunciation”, “develop the sound culture of speech”, “teach the correct pronunciation and articulation”. In practice, this approach is implemented according to the principle: "to teach everything and nothing at once.

Unprofessional goals and objectives are reflected in the ways to achieve them. As modern practice shows, in the course of training, lexical work is mainly carried out, but at the same time, the methods of introducing and semantizing vocabulary are quite monotonous. Educators use the display of an object or picture with their name and translation of words from Uzbek into Russian and vice versa. Techniques for interpreting the lexical meaning of words, explaining the meaning of words and expressions by children, and clarifying the meaning of what is heard from a coherent text by the teacher remain unclaimed.

We consider the lack of a communicative orientation of classes to be the greatest drawback of the process of teaching the Uzbek language. Children are not immersed in situations of communication, they do not receive communicatively oriented tasks, children are not taught to verbally respond to various discourse formats, they are not introduced to models of speech behavior.

A common shortcoming in the work on the grammatical and phonetic skills of the Uzbek speech is the lack of concentration on the specific and distinctive linguistic phenomena of the Uzbek language. Most often they work out those phenomena that are common in two languages. When working on the formation of sound pronunciation skills, teachers often choose sounds that are not difficult in interlingual relationships, but are difficult for preschoolers due to age. Thus, in the Uzbek language classes, not the features of Uzbek grammar and sound pronunciation are worked out, but what is already formed in native speech and requires only linguistic transfer. This formalizes learning, without bringing the desired effect for the development of the culture of Uzbek speech.

The method of forming coherent speech in teaching children a second language consists in the maximum use of the mechanisms of transposition – the transfer of acquired skills of coherent speech of the native language into speech activity by means of the language being studied. The successful implementation of the transfer of coherent speech skills will occur subject to the assimilation of a significant number of linguistic means of the second language - Uzbek lexemes, word forms, grammatical models and constructions. The glaring mistake of many classes was that the language material learned during the lesson (lexemes, word forms, phrases, syntactic constructions) was not stimulated for use by children when compiling dialogues or stories. More often, the micro-themes of fragments of one lesson on the development of coherent speech and the introduction of new vocabulary did not coincide in content and the lesson looked like the lexemes were studied alone, and completely different ones were required to compose a story, i.e. assignments in vocabulary, grammar and coherent speech were solved on various linguistic material. Teachers, unfortunately, did not use rational methodological approaches that are embedded in the structure of the lesson and involve the accumulation of language resources at the beginning of the lesson with their further inclusion in larger language formations: sentences, dialogic units, monologues. So, at the beginning of the lesson, it is supposed to introduce new vocabulary, activate and consolidate new words in combination with those already learned, then work on improving the pronunciation of the learned words, and then their inclusion in grammatical structures and the acquisition of skills for building phrases, phrases and sentences. The logical conclusion of the classes should be dialogues and monologues, the content of which should include the linguistic means learned at the previous stages.

We consider the absolute predominance of descriptive stories that are proposed to be made to children as a shortcoming in the work on the development of monologue speech. There are practically no tasks for compiling stories based on plot pictures, from personal experience, retelling of works of art. Instead, children are encouraged to come up with creative stories on a given topic or key words, which is very difficult for children even in their native language, especially in the second. In the technological aspect of the methodology, the very process of learning to compose monologues suffers. Insufficient use is made of the methods

of presenting a sample story of the educator and its analysis, a sample story and a plan, collective discussion of a plan for constructing a story, collective compilation of a story, compiling a story based on a series of pictures or based on models. Teachers often overestimate the real speech capabilities of preschoolers and offer to come up with stories according to a plan of 5-6 points. Among the many shortcomings of the methodology used, I would like to note, perhaps, the weakest link - the almost complete lack of work on the development of the dialogical skills of preschoolers. Only a tenth of the viewed classes contained special tasks, games, exercises for the development of initiative dialogic speech.

A common phenomenon in the practice of the work of educators of those preschool institutions that are located in a multicultural, multilingual region is an unmotivated switch from Uzbek to Russian and vice versa. Such interlingual switching enhances mixing and destroys weak, only emerging speech stereotypes of speaking in different languages. We also consider it inexpedient for the same reason that the educator often uses reverse translation (from the target language to the native language), which, according to a number of researchers, enhances the effect of interference. In terms of age parameters, it is unacceptable in working with preschool children to translate an artistic, and especially poetic, text from Uzbek into Russian and vice versa. Sometimes educators use this technique to diagnose the degree of understanding of Uzbek-language texts by children.

The information obtained on the state of educational work of preschool institutions with Uzbek and Russian language regimes allows us to conclude that there is no systematic work to teach Russian-speaking preschoolers the Uzbek language as the state language and the formation of autonomous bilingualism in children. The learning process does not comply with the principles of linguodidactics and methods of simultaneous study of closely related languages. Language learning occurs in violation of the leading principles - communication, reliance on the native language, cultural conformity, functionality. Educators pay the least attention to the formation of grammatical, diamonological and communicative skills of children. A significant proportion of specialists do not own the technologies for developing the skills of sound pronunciation, word formation, constructing sentences of various structures, and dialogic speech in preschool children.

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METHODS OF FORMING IDEAS ABOUT SOCIAL JUSTICE AMONG YOUNGER STUDENTS

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ABSTRACT

The article deals with the problem of social justice, which is one of the most urgent problems of modern Uzbekistan. Based on theoretical studies and data from sociological surveys, the author of the article analyzes the nation's mass ideas about social justice, the causes and forms of manifestation of injustice, ways to eliminate them, the role of the state and society in establishing social justice; evaluates the prospects for the transformation of the idea of social justice.

KEYWORDS: *Eliminate, Manifestation, Sociological Surveys*

INTRODUCTION

For many children, their first exposure to government institutions is going to school. Schools play an important role in the socialization of children and in educating them to recognize the importance of exchange, fairness, mutual respect and interaction. In essence, they form the core values and competencies that are the building blocks for understanding concepts such as justice, democracy, and human rights.

Education systems that promote respect for the rule of law consistent with international human rights and fundamental freedoms strengthen relationships between students and government institutions with the ultimate goal of empowering young people to become active advocates for peace and justice. Teachers are often at the forefront of this work and, together with families, play a decisive role in shaping the attitudes and behavior of children.

The idea of justice originated in society from the moment of the formation of the world, especially clearly manifested in the spiritual, religious and moral spheres of society. One of the fundamental problems of civilization has always been the urgent question of justice: justice in the social structure of society, in the personal life of an individual and value principles in relationships.

The phenomenon of justice has received scientific justification since the inception of philosophical thought, science, philosophy has presented to society a variety of very different ideas of justice, as an ambiguous and multifaceted scientific category, simultaneously related to the field of morality, spirituality, morality and law. Modern science believes that the study of justice as a phenomenon is contradictory, which is explained by the problem-project nature of its modeling in society at the present stage of its development.

This idea is undoubtedly productive if we turn to the historical and philosophical aspect of the development of the idea of justice.

The history of civilization describes the problem of justice as a state of moral values in the sphere of social and personal relations, therefore, the study of the phenomenon of justice is an attempt to analyze the genesis of the idea of justice as an abstract category filled with social content and meaning, which is based on a concentrated expression of the trinity of spirituality, morality and culture.

In our opinion, justice as a phenomenon has sociocultural roots. Considering justice from the point of view of the etymology of the word, we find that it is based on the word “truth”, as a moral and ethical category (“truth seeker”, “truth seeker”, “righteous”, “righteous”) category, therefore, in the Russian language “justice” and "truth" are considered as synonyms, which gives the right to assume that justice as a phenomenon is progenetic, pre-conceptual in relation to the concept of "social justice". Unlike the concept itself, this phenomenon is historically suggestive; in the axiological (value) dimension, it characterizes the real power of justice in society.

Thus, justice is realized, thought and experienced by a person. Its lexeme reflects etymology, historical ideas and modern modifications of social justice.

It is important to form in students such concepts as justice and social justice, even in the process of primary education.

Class time course:

1. Organizational moment.

Good afternoon guys! Sit comfortably. Rub your palms. Did you feel warm? (Yes.) Touch your palms to each other and pass it. May you feel warm and comfortable during the lesson. Look, you are smiling, and in our class it immediately became brighter. It was from your smiles that the sun shone, it warmed us with its warmth.

Teacher: There are letters on the screen. Make a word from the letters, and you will find out the theme of our class hour (Justice).

Teacher: Today we will talk about "How I understand justice." We will get acquainted with the concept of "justice" and discuss the moral rules of a just person.

IS THIS FAIR?

I was standing in the corner yesterday

I was punished.

And why did I suddenly get it?

So I couldn't understand.

I'm on my dad's eight

At the glass, closer to the steering wheel,

Scribbled with a screwdriver:

"Dad! I love you!"

Scribbled beautifully

Phrase from beautiful words.

Is it fair

Put in a corner for love? ..

Exercise "Napkin". Tear off the upper right corner of the napkin, and now the lower right. Then tear off the bottom left corner, now the top left corner. Unfold the napkin. Did they get the same? So in life, guys, people are different from each other, everyone has their own opinion, but you need to learn how to get along together, despite the differences.

Guys, look at this tree (the teacher points to the decorated board), it is dried up, without leaves, it was deprived of life by the injustice of people. We will help the tree come to life and try to grow a tree of justice today.

Since time immemorial, people have been talking and writing about justice. Agree, each of us wants justice and demands that he be treated fairly.

The history of compote and shortbread.

Well, for starters, listen to one story - “Compote and shortbread”. By the third lesson, Salim was seriously hungry. All thoughts are about food. The action plan was ripe instantly: "Can I go out?"

There is a long table in the dining room. Twenty-nine delicious shortcakes. Twenty-nine glasses of sweet compote.

In one fell swoop, Salim swallowed his portion. I could not resist ... I took another bite from one shortbread and drank a sip from another glass. Has stopped. Looked. Disorder! Overpowering himself (and what to do?), I bit off another 27 pieces and drank another 27 sips. Now OK. Everything is equal.

Hearing the hubbub of classmates entering the dining room, a well-fed Salim thought with satisfaction: “How fair I am.”

- Assess the behavior of a hungry boy. Do you agree with Salimi's statement that he is fair?

(Children's answers: most often they say that he acted unfairly, and ate his own and bit off others.)

Yes, on the one hand you are right, he acted unfairly, but on the other hand.

Salim took one bite from all the shortbreads, everyone got it equally, can't Salim be considered fair?

(Children's answers.)

So we think whether Salim acted fairly or not, but in order to decide, we need to understand what justice is?

How do you understand what justice is? (Justice is according to the law, according to merit, honestly)

"Justice" - when human relations, laws, orders, comply with the norms and requirements.

"What kind of person can be called fair?"

A just person is one who does the right thing, honestly.

What is the difference between a just person and an unjust person? (deeds)

The question "what is justice and how to understand it?" worried people at all times.

Statement. Guys, look at the screen. Before us is a statement about justice: read it and tell me how you understand this idea? do you agree with her and why?

- The norm of human actions should be justice. Nikolay Chernyshevsky

- It is very easy to be kind, but to be fair - that's what is difficult. (it is difficult to be objective, impartial and approach everyone with the same requirements, regardless of feelings or degree of kinship)

Additional question after discussing this quote: raise your hand those who believe that you have such a quality as justice (perform).

Teacher's conclusion: guys, if we summarize all your answers, we can single out the two most important thoughts: the first is that it is difficult to be fair, it is a huge inner work.

Justice is the truth.

I propose to continue reasoning on the problem “as I understand justice” based on the solution of a specific situation:

Situation 1. "Game"

Sister: -I'm older, so I need more cubes.

Her brother replies: -I also want to play. Share with me.

Assess the children's behavior. Who acted unfairly? Why? How to restore justice?

Situation 2. "Friend"

Mom came home from work and asked her son: -Son, did you take a walk with Druzhok? The son replies to her: -Walk yourself with Druzhk, otherwise I need to learn lessons. “But after all, we agreed that you will walk the dog during the day, and I will walk in the evening. You made a promise, - Mom was indignant. The boy was offended and said to his mother: - You just don't love me, that's why you give me orders!

- Why did the boy decide that his mother did not love him?

- Has it ever happened to you when you were angry with your mother?

Was your resentment justified?

Is it easy to understand right away? (No)

Situation 3: "The act of a boy."

We sit at the computer for a long time, not sparing our eyesight, posture, etc., but we acquire a lot of new information and computer skills.

"Where's the justice?" our eyes say.

Appreciate the boy.

Situation 4 "Walk".

On the playground, a girl walks her dog, and a man walks with his little daughter and asks to take the dog away. The girl objects: the dog is kind, will not offend anyone.

How to do justice?

Situation 5. "I'm superfluous."

Can the words of the guys in the poem "I'm superfluous" be considered fair?

They dug cherries.

Sergei said:

- I'm redundant.

Five trees, five guys.

I went out into the garden in vain.

How ripe are the cherries

Sergei goes out into the garden.

- Well, no, now you're superfluous! - the guys say.

Guys, tell me, was it difficult for you to come to one decision? What prevented you from making a quick decision?

Conclusion: The main difficulty in different interpretations of justice is that everyone understands justice as he wants. The same thing may seem unfair to you and fair to another, and vice versa.

- So what is justice? Who will say? (equal opportunity in all)

- Do you think being fair is difficult?

Would you like to be fair? To do this, you must follow certain rules:

-Live in truth;

-Live according to the law;

- Live according to your conscience;

- Live for the benefit of people!

Guys, what are the benefits of justice:

Justice gives strength - to fight evil in all its manifestations.

Justice gives hope.

Justice brings freedom.

Justice provides confidence - in one's own abilities and in one's own rightness.

Guys, look at the screen. Various human feelings are written on it. Let us split into two groups (rows). Each group will try to choose the qualities that, in your opinion, fit a fair person.

Group 1: peacefulness, gloating, selfishness, conflict, kindness, humiliation, compassion, generosity, benevolence, tactlessness, boasting, honesty, laziness.

Group 2: stinginess, lies, support, cooperation, consent, envy, forgiveness, tactlessness, rudeness, heartlessness, respect, responsiveness, friendliness.

Let's read what qualities and feelings of justice you have chosen...

Teacher: Guys, let's remember folk proverbs about justice.

Everyone seeks the truth, but not everyone creates it.

Eat bread and salt, but listen to the truth.

Don't look for the truth in others if you don't have it.

Tell the truth, tell the truth and do it.

In whom there is no good, there is little truth in that.

It was true, but she went into the forest.

An eye for an eye a tooth for a tooth.

You love to ride, love and sled carries.

Justice will illuminate the darkness.

In fairness, a severed hand will not hurt.

A just word will crush a stone.

Teacher: Guys, now let's grow (revive) the tree of justice:

- Guys, in front of you are the leaves. Let each of you write at least one just deed that he did. Let's take turns reading these actions and attach these leaves to our tree. Our tree of justice has come to life.

And now I will open the record on the board, and each of you may discover the law of justice.

Treat people the way you would like to be… treated you, then life will be fair.

Summing up.

- What human quality were we talking about today? What do you remember the most?

Share your thoughts, continue the phrases:

1. Now I understand ....(what it means to be fair)

2. Now I can...........(distinguish between fair and unfair)

3. I will try........ (be fair)

Dear guys, I want to wish that in life you meet only fair people and you yourself always do justice. Today, in memory of our meeting, I want to give you small hearts that are filled with kindness and care for each of you. Let these hearts warm you in moments of despondency and grief and be the guiding star of your just deeds! Remember:

You can't see the main thing with your eyes only one heart is vigilant.

Once upon a time there was a young man with a bad temper. Father gave him a bag full nails and said, "Drive one nail into the garden gate every time you lose patience or quarrel with someone.

On the first day, he drove 37 nails into the gates of the garden.

In the following weeks, I learned to control the number of goals scored nails, reducing it day by day.

I realized that it is easier to control yourself than to hammer nails.

Finally, the day came when the young man did not hammer a single nail into garden gate.

Then he came to his father and told him the news.

Then the father said to the young man: “Take one nail out of the gate every time when you don't lose patience.

Finally, the day came when the young man was able to tell his father that pulled out all the nails.

The father led his son to the garden gate:

"Son, you've been doing great, but look how many holes are left on gate!

They will never be the same again.

When you quarrel with someone and say unpleasant things to him,

you leave him wounds like those on the gate.

You can stick a knife in a man and then pull him out

But there will always be a wound.

And it doesn't matter how many times you ask for forgiveness. The wound will remain.

A wound brought by words causes the same pain as a physical one.

Friends are a rare treasure!

They make you smile and cheer you up.

They are always ready to listen to you.

They support and open their heart to you.

Show your friends how much you love them.

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IMPROVING THE MECHANISMS OF EDUCATIONAL WORK IN UNIVERSITIES (ON THE EXAMPLE OF THE TRAINING COURSE "METHODS OF EDUCATIONAL WORK")

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ABSTRACT

A higher education institution (HEI) is an educational institution established and operating on the basis of the legislation of the Republic on Education, having the status of a legal entity and implementing educational programs of higher professional education in accordance with a license. The main tasks of a higher educational institution are: 1. meeting the needs of the individual in intellectual, cultural and moral development through higher and (or) postgraduate professional education; 2. Development of sciences and arts through scientific research and creative activities of scientific and pedagogical workers and students, the use of the results obtained in the educational process; 3. training, retraining and advanced training of workers with higher education and scientific and pedagogical workers of higher qualification; 4. formation of students' civic position, ability to work and live in the conditions of modern civilization and democracy; 5. preservation and enhancement of the moral, cultural and scientific values of society; 6. dissemination of knowledge among the population, raising its educational and cultural level.

KEYWORDS: *Method, Forms, Education, University, Purposefully, Society.*

INTRODUCTION

Higher educational institutions are independent in the formation of their structure, with the exception of their branches, unless otherwise established by federal laws. The status and functions of the structural subdivision 8 of the higher education institution are determined by the charter of the higher education institution or in the manner prescribed by it.

Education is one of the leading concepts in pedagogy. In the course of the historical development of society and pedagogy, various approaches to understanding this category have been determined. First of all, there is a distinction between education in the broad and narrow sense of the word. Education in a broad sense is presented as "the totality of the formative impact of all social institutions that ensure the transfer from generation to generation of accumulated socio-cultural experience, moral norms and values." In this sense, education is identified with socialization. Education in the narrow sense is considered as a specially organized activity of teachers and pupils for the realization of the goals of education in the conditions of pedagogical progress. In her opinion, N.E. Shchurkova, education is “the process of introducing a child into the context of universal culture, acquiring the ability for a child to live at the level of culture, recreate its achievements and create new material and spiritual values.”

In the definition of education given by A.V. Mudrik: “Education is a relatively meaningful and purposeful cultivation of a person, more or less consistently contributing to the adaptation of a person in society and creating conditions for his isolation in accordance with the specific goals of the groups and organizations in which it is carried out " [one]. Thus, by upbringing, we mean behavioral skills transmitted by the family, teachers, environment, manifested in public life, transmitted from generation to generation. Education is a directed activity of teachers and pupils for the realization of the goals of education in the conditions of pedagogical progress. According to the definition of Slastenin V.A., educational work is a pedagogical activity aimed at organizing the educational environment and managing various types of activities of pupils in order to solve the problems of harmonious development of the individual [3].

The purpose of educational work is to create conditions for the active life of students and graduate students, for civic self-determination and self-realization, for the maximum satisfaction of their needs for intellectual, cultural and moral development. Achieving this goal is possible if the following tasks are successfully solved:

• formation of a worldview and a system of basic values of an individual;

• introducing students to universal moral standards, national foundations and academic traditions, educating students and graduate students in the spirit of university corporatism and solidarity, professional honor and scientific ethics;

• ensuring the development of the personality and its socio-psychological support, the formation of personal qualities necessary for effective professional activity;

• education of the inner need of the individual for a healthy lifestyle, a responsible attitude to the natural and socio-cultural environment. Successful solution of the set tasks allows to provide conditions for the formation and self-realization of a student, a future specialist with a worldview potential, high culture and civic responsibility, possessing the abilities for professional, intellectual and social creativity [4].

It is necessary to highlight the functions of educational work:

The first function is organizational. Any form of educational work involves the solution of an organizational problem. Both the teacher and the students can act as organizers. The organization of the case reflects a certain logic of actions, the interaction of participants. There are generalized methods for organizing various forms of educational work that have become traditional and are used by many teachers (conversations, collective creative activities, competitions, dramatizations, etc.).

The second function of the form is regulatory. The use of one form or another allows you to regulate both the relationship between teachers and students, and between children.

1. The third function is informative. The implementation of this function involves not only one-sided communication to students of a particular amount of knowledge, but also the actualization of their knowledge, an appeal to their experience.

2. The form of educational work can be defined as the main component of the organization of the pedagogical process that regulates the relationship between teachers and students. By the number of participants, the forms can be:

3. • individual (teacher-student);

4. • Group (teacher-group of students). Group forms of work include creative groups, self-government bodies. In these forms, the teacher manifests himself as an ordinary participant or as an organizer. The main task of the teacher, on the one hand, is to help everyone express themselves, and on the other hand, to create conditions for obtaining a tangible positive result in the group, significant for all members of the team.

5. The influence of teachers in group forms is also aimed at the development of humane relationships between students, the formation of their communication skills. In this regard, an important tool is an example of a democratic, respectful, tactful attitude towards the children of the teacher himself.

6. Group work also includes pair work of students. Individual form of educational work. It does not imply direct contact with other students and, in its essence, is nothing more than the independent fulfillment by students of the same tasks for the entire group. Individual forms of work include: conversation, consultation, exchange of opinions, implementation of a joint assignment, provision of individual assistance in a specific work, joint search for a solution to a problem, task [5]. Educational work is divided into the following areas:

7. 1. Civil-patriotic education of students, including local history, military-patriotic, social-patriotic, heroic-patriotic, sports-patriotic education.

8. 2. Patriotic education, aimed at the formation of patriotism as a personality trait, manifested in love for one's Fatherland, readiness to serve one's Motherland. Patriotic education accompanies the process of including students in active creative work for the benefit of their university, city (village), Motherland.

9. 3. Legal education, which consists in the formation of legal knowledge among students, a responsible attitude to the observance of laws, the unity of legal consciousness and behavior. It is important to bring the requirements of legal norms to the consciousness of students, to ensure that these requirements acquire personal meaning for them, become a guide in everyday behavior [9]. The main task of the state policy in the field of education is to educate a patriotic citizen, inspired by the ideals of goodness and social justice.

In the process of civic-patriotic education of student youth, it is important for teachers to be able to expand their interests, to show the relationship between the activities of one person and the life of all people, the whole country.

2. Spiritual and moral education of a student should form in the younger generation a correct understanding of ethical values, a correct vision of the fundamental role of the family in society, devotion to the ideals of goodness, justice, mercy and patriotism. The implementation of spiritual and moral education is possible in the following aspects:

• Cultural and historical (based on examples of national culture);

• Moral and ethical (in the context of the moral doctrine of man, the purpose of his life);

• Ethno-cultural (based on national traditions and customs of the people).

3. Modern information technologies and telecommunications have significantly expanded the capabilities of a person in his intellectual, professional and personal development. However, having become a powerful means of cognition, transformation of the world and the person himself, information technologies at the same time have become the most serious threat for him.

At present, the problem of information and psychological security has become before society. In this regard, one of the urgent tasks of modern teachers is the protection of the psyche of young people by forming their information culture.

4. Formation of a healthy lifestyle of students, involvement in mass physical education and sports. Today, a healthy and educated person is a national priority, therefore the most urgent of the problems of educational work is the problem of forming a healthy lifestyle for students. It is necessary to promote a healthy lifestyle in the university, as many students do not know how and do not strive to be healthy. Measures aimed at preventing the use of alcohol, tobacco, drugs among young people and promoting a healthy lifestyle should not be single measures, but be an integral part of long-term programs aimed at shaping safe and responsible behavior of the younger generation.

5. Environmental education is a decisive factor in ensuring environmental safety and improving people's health. The most effective forms and methods of work in the field of environmental education are as follows:

• Research activities to study the nature of the native land;

• Practical activities for nature protection: participation in its improvement. • study of the history and culture of the native land [4].

6. Labor education, this type of education helps to consolidate the foundations of vocational knowledge, skills and abilities; the need to work; professional orientation of students. An important component of it is economic education, which prepares pupils to enter into socio-economic relations that exist in modern society [9].

Thus, educational work is a pedagogical activity aimed at organizing the educational environment and managing various types of activities of pupils in order to solve the problems of harmonious development of the individual.

Educational work performs the following functions:

1. organizational;

2. regulatory;

3. Informative.

Educational work is also divided into the following areas:

1. Civil and patriotic education;

2. Spiritual and moral education;

3. Modern information education;

4. Formation of a healthy lifestyle for students;

5. Environmental education;

6. Labor education.

Currently, there are a large number of classifications of upbringing methods, in our work we will focus on the classification of G.I. Shchukina. With the help of the methods included in the classification, students form their views, beliefs, feelings, emotional experiences. Educational work rarely brings positive results if students are indifferent to pedagogical influences. Let us consider the essence and significance of the methods that are most often used in the purposeful process of education in an educational institution.

1. Explanation is a monologue presentation of the essence of any idea, position, law, position, etc. The method is used in free conversation, in dialogical communication with students, in discussions, at lectures.

2. Persuasion is a method of education that is used to form a meaningful and accepted point of view by students on various issues: norms and rules of behavior, relationships, value orientations, views.

3. Persuasion - this is political instability, moral and aesthetic uncertainty, pluralism in the approach to values give rise to a great disparity in views, judgments, assessments, tastes, often clearly erroneous or negative. In all such cases, it is appropriate to rely on the method of persuading or reorienting students, changing their position, moral norms and rules of conduct. This method must be applied correctly, without exerting pressure, and at the same time persistently and decisively.

4. Tip - this method is quite popular in educational institutions and is easy to use. Teachers rely on their pedagogical and life experience and seek to pass it on to students through advice.

5. Pedagogical requirement - in working with students there are situations when there are any violations in their behavior, in relationships with each other, with other people, or they commit unseemly acts. The demand method can perform a stimulating function and act as a task, but it can also play the role of a kind of brake. The demand can be made in direct and indirect form. Direct demands are made in a businesslike, resolute tone, they are most often laconic in nature, they show the authoritarian position of a teacher or any other organizer of education. Indirect requirements have a more detailed form - instructions, advice, requests. A pedagogical requirement can be presented to an individual student or a training group.

6. Public opinion - is formed along with the development and formation of the team and functions in it, being a method of team influence on the personality of the student. Public opinion accumulates demands, value orientations, decisions worked out collegially in a particular team. This method, as a rule, plays a significant role in the life of students, determining their actions, actions, judgments. It performs evaluative, limiting and stimulating functions.

7. Example - the method of example periodically in an unobtrusive form is used in the educational process. Most often, this method is used for the professional development of trainees. It is used to evoke high feelings among students, to determine a noble goal - the prospect of "with whom to do life." eight.

Assignment and task - can be individual and group, temporary and permanent. According to the content, assignments can be organizational, educational, scientific and political, labor, aesthetic, sports, moral and ethical, environmental, patronage.

Assignments and tasks must:

• be of public value;

• be specific and understandable;

• take into account the interests, opportunities and social needs of trainees;

• Gradually become more complex;

• be not episodic, but consistently systematic.

9. Exercise - is used to form and consolidate the skills and habits of a culture of behavior, moral and ethical qualities. Teachers use this method to correct existing habits, skills, qualities.

10. Competition - in the Soviet system of education and upbringing, it was used as a means of achieving better results in work, sports, and other activities of trainees, while the most important task was to form relations of friendliness, mutual assistance, and correct competition. In modern conditions, competition can be used to solve a number of pedagogical problems:

• achieving higher performance in work, sports, artistic and other activities;

• Development of creative cooperation between trainees or groups of trainees;

• Formation of entrepreneurial spirit, personal initiative and activity, striving for success by worthy moral means; • awakening interest in some "boring" but necessary activities; • development of organizational and other skills.

• The competition may have individual and group forms, be episodic or long-term.

11. Method of stimulation - includes a group of methods: approval, condemnation, control, self-control. Currently, individual research teachers and lecturers deny the expediency of using encouragement (approval) and especially condemnation (punishment) in educational institutions. Approval method - indicates a positive assessment of the activity and can be used in the form of praise, gratitude, awarding a diploma or a valuable gift, an article in a newspaper, a photo on a stand of honor, etc. The method of condemnation - a negative assessment of activity, behavior is expressed, the use of this method causes negative feelings among the trainees. It can be implemented in the form of a remark, explanation, persuasion, discussion at a meeting, reprimand, expulsion from an educational institution. When referring to the methods of approval and condemnation, it is advisable to take into account the following pedagogical requirements: rely on the best aspects of the student's personality, have a team as an ally, know the students well and apply the methods individually and correctly, do not abuse them in relation to the same students, take into account natural moral consequences resulting from the application of the methods. The method of control is used to check the progress or results of the activities and actions of trainees, their fulfillment of assignments and tasks. This method can be expressed in the form of a conversation, observation, a report at a meeting, a reminder, a written order with an assessment of activities, testing. Method of self-control - applied to oneself to stimulate or test one's own development and education. The forms of its expression are: reflection, self-observation, self-order, reflection, testing. The method of self-control plays an important role in

moral, aesthetic, social, intellectual development and self-education, personal improvement. A more successful application of educational methods is helped by a high speech culture, the presence of organizational skills and abilities of teachers, as well as the students' own activity.

Some methods of education are short-term action, short-term pedagogical effect.

Other methods are long-term use, long-term pedagogical influence (competition, assignment, exercise).

Methods of education are multifunctional. This means that the same method can contribute to the formation of different qualities, properties, relationships, that is, obtaining different results.

Thus, the variety of methods and forms of organization of educational work allows the teacher to apply them to achieve the goal that the teacher puts forward, the pedagogical situation, the internal state of the subjects of educational work. Forms of organization of educational work give a positive result only in the complex. There are no bad or good forms, any of them is good only in the hands of a competent teacher who can use them correctly.

Methods of organizing educational work require from the organizers of educational work their knowledge and an individual approach when choosing methods. The same method can have a different effect on the personality of different trainees. And at the same time, the desired result can be obtained by relying on different methods. The success of educating students and the educational process as a whole largely depends on the knowledge of methods and their professional application. For the successful organization of educational work, it is necessary to take into account the main groups of methods for organizing educational work: the formation of a positive experience of behavior; formation of public consciousness; activity stimulation. Only in a complex educational work ensures the formation of students' worldview, active life position, social behavior skills and the foundations of morality.

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THE ACTIVITY METHOD AS A MEANS OF TEACHING IN MATHEMATICS LESSONS IN ELEMENTARY GRADES

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ABSTRACT

The state standard of education provides for a departure from the traditional transfer of ready-made knowledge from a teacher to a student. The task of the teacher becomes not only clearly and accessible in the classroom to explain, tell, show everything, but to include the student himself in educational activities, to organize the process of independent mastery of new knowledge by children, the application of the acquired knowledge in solving cognitive, educational, practical and life problems. The activity method of teaching is the organization of the educational process, in which the main place is given to active and versatile, to the maximum extent independent cognitive activity of the student.

KEYWORDS: *Activity Method, Formation Of Key Competencies, Elementary Grade, Mathematics Lesson.*

INTRODUCTION

Today, the social order of society for education is fundamentally different from the previous one. And one of the main differences is that the new generation standard is based on a system-activity method. In connection with the new requirements imposed by the SES, the technology for designing the educational process and, above all, the specific forms of its implementation, the lesson and extracurricular activities, is changing.

The activity method of teaching is the organization of the educational process, in which the main place is given to active and versatile, to the maximum extent independent cognitive activity of the student.

In my practice, I use the technology of "activity method of teaching". At the same time, a new technology, a new way of organizing learning does not destroy the "traditional" system of activity, but transforms it, preserving everything necessary for the implementation of new educational goals.

The implementation of the technology of the activity method in teaching practice is provided by the following system of didactic principles:

The principle of activity is that the student, receiving knowledge not in a ready-made form, but, obtaining it himself, is aware of the content and forms of his educational activity, understands and accepts the system of its norms, actively participates in their improvement, which contributes to active successful learning. the formation of his general cultural and activity abilities, general educational skills.

The principle of continuity means continuity between all levels and stages of education at the level of technology, content and methods, taking into account the age-related psychological characteristics of the development of children.

The principle of integrity - involves the formation by students of a generalized systemic understanding of the world (nature, society, oneself, the socio-cultural world and the world of activity, the role and place of each science in the system of sciences).

The minimax principle is as follows: the school must offer the student the opportunity to master the content of education at the maximum level for him (determined by the zone of proximal development of the age group) and at the same time ensure its assimilation at the level of a socially safe minimum (state standard of knowledge).

The principle of psychological comfort - involves the removal of all stress-forming factors of the educational process, the creation of a friendly atmosphere at school and in the classroom, focused on the implementation of the ideas of pedagogy of cooperation, the development of interactive forms of communication.

The principle of variability - involves the formation of students' abilities for a systematic enumeration of options and adequate decision-making in situations of choice.

The principle of creativity means the maximum orientation towards creativity in the educational process, the acquisition by students of their own experience of creative activity.

- The use of this method in practice allows us to correctly build a lesson, to include each student in the process of “discovering” new knowledge.
- A feature of the activity method is the independent “discovery” of new knowledge by children in the process of research activity. This contributes to the fact that knowledge and learning skills acquire personal significance for students.
- The activity method is a universal tool that provides the teacher with tools for preparing and conducting lessons in accordance with the new goals of education.
- The activity approach to learning involves:
- • the presence of a cognitive motive in children (the desire to learn, discover, learn) and a specific educational goal (understanding what exactly needs to be found out, mastered);
- • performance by students of certain actions to acquire the missing knowledge;
- • identification and development by students of a method of action that allows them to consciously apply the acquired knowledge;
- • formation of schoolchildren's ability to control their actions - both after their completion and along the way;
- • inclusion of the content of education in the context of solving significant life tasks.
- In the technology of the activity approach, children "discover" knowledge themselves in the process of independent research activity. The task of the teacher when introducing new

material is that he must organize the research work of the children so that they themselves think of solving the problem of the lesson and explain themselves how to act in the new conditions.

- Setting a learning task means helping students to formulate the topic of the lesson themselves.
- There are 3 possibilities for setting a learning problem in a lesson.
- 1. Creating a problem situation (the most difficult, but also the most effective technique).
- 2. Lead-updialogue
- 3. Message by the teacher of the topic of the lesson in finished form, but using a motivating technique.
- The educational problem is posed and the search for a solution begins. Essence: the teacher helps students to discover new knowledge. This is where opinion is put forward and tested.
- At the next stage, children discover new knowledge as a result of joint actions of the teacher and students.
- The teacher builds a mathematics lesson in the 1st grade on the basis of the technology of the activity method. In this research lesson, children, in the course of cooperation, together with the teacher, "discover" new knowledge, derive the rule for rearranging the terms. This is facilitated by a benevolent atmosphere in the classroom, the mood of children for activity, the "spirit of discovery", maintaining a sense of success, creating an opportunity in the lesson to express their opinion, put forward their assumption. The knowledge acquired by students in the classroom has a practical orientation.
- The lesson organizes the development by students of universal educational activities such as:
- - personal - installation on a benevolent attitude towards the participants in joint activities: classmates, teacher, all those present;
- - awareness of the importance of each lesson at school;
- - regulatory - installation on the education of volitional self-regulation;
- - implementation of control in the form of comparison of their work with a given standard;
- - the ability to give an emotional assessment of their activities and the activities of the class in the lesson;
- - communicative - the ability to perform various roles in the lesson: student and teacher; cooperate with classmates when performing tasks in pairs, in a group;
- - cognitive - the ability to analyze, compare;
- - the ability to use various sources of information (in this case, a textbook), to navigate in a textbook
- A collectively distributed educational activity is being implemented with a gradual transition to independent educational activity with elements of self-education and self-education (at the stages of primary consolidation and independent work)

- Summarizing the above, we can conclude that the activity approach in learning is a necessary condition for mastering knowledge. To organize the activity of the student, the teacher moves from the position of a carrier of knowledge to the position of an organizer of cognitive activity. The modern school requires that the primary school student not have a system of knowledge, skills and abilities in itself, but key competencies in the intellectual, social, communicative and information spheres. The activity approach in the formation of positive educational motivation of younger students contributes to the optimal combination of fundamental and practical knowledge, the development of thinking.
- The structure of lessons for introducing new knowledge usually looks like this:
- I. Motivation for learning activities (organizational moment) - 1-2 minutes
- Purpose: the inclusion of students in activities at a personally significant level.
- This stage of the learning process involves the conscious entry of the student into the space of learning activities in the classroom. To this end, at this stage, his motivation for educational activities is organized, namely:
- • the requirements for it from the side of educational activity are updated (“must”);
- • conditions are created for the emergence of an internal need for inclusion in educational activities (“I want”);
- • a thematic framework (“I can”) is established.
- Workmethods:
- • the teacher at the beginning of the lesson expresses good wishes to the children, offers to wish each other good luck (clapping hands);
- • the teacher invites the children to think about what is useful for successful work, the children speak out;
- • motto, epigraph (“Little luck starts big success”, etc.)
- II. Actualization and fixation of an individual difficulty in a trial educational action - 4-5 minutes
- Purpose: repetition of the studied material necessary for the “discovery of new knowledge”, and identification of difficulties in the individual activity of each student.
- The emergence of a problem situation.
- Methods for setting a learning problem:
- • inciting, leadingdialogues;
- • motivating technique “bright spot” – fairy tales, legends, fragments from fiction, cases from history, science, culture, everyday life, jokes, etc.)
- III. Setting a learning task - 4-5 minutes
- Purpose: Discussing the difficulty (“Why are there difficulties?”, “What do we not know yet?”)

- At this stage, the teacher organizes the students to identify the place and cause of the difficulty.
- To do this, students must:
- restore performed operations and fix (verbally and symbolically) the place – step, operation, where the difficulty arose;
- correlate your actions with the method of action used (algorithm, concept, etc.) and, on this basis, identify and fix in external speech the cause of the difficulty - those specific knowledge, skills or abilities that are not enough to solve the original task and tasks of this class or type in general.
- IV. Discovery of new knowledge (building a project for getting out of a difficulty) - 7-8 minutes
- At this stage, students in a communicative form consider a project for future learning activities: set a goal (the goal is always to eliminate the difficulty that has arisen), agree on the topic of the lesson, choose a method, build a plan to achieve the goal and determine the means - algorithms, models, etc. This process is led by the teacher: at first with the help of an introductory dialogue, then a prompt one, and then with the help of research methods.
- V. Primaryfixing - 4-5 minutes
- Purpose: pronunciation of new knowledge, (recording in the form of a reference signal)
- frontal work, work in pairs;
- commenting, designation with iconic symbols;
- VI. Independent work with self-test according to the sample (standard) - 4-5 minutes.
- Everyone must draw a conclusion for himself that he already has.
- A small amount of independent work is carried out in writing (2-3 typical tasks).
- Selfcontrol, selfcheck.
- VII. Inclusion of new knowledge in the knowledge system and repetition - 7-8 minutes.
- First, the children are given tasks that contain
- newalgorithm, newconcept.
- Then tasks are offered in which new knowledge is used together with previously learned ones.
- VIII. Reflection of educational activity in the lesson (total) - 2-3 minutes.
- Purpose: students' awareness of their learning activities, self-assessment of the results of their activities and the whole class.
- Questions:
- What task was set at the lesson?
- Did you manage to solve the task?

- How?
- What are the results?
- What else needs to be done?
- Where can new knowledge be applied?
- What did you do well in the lesson?
- What else needs to be worked on? and others.
- An example of a lesson using a system-activity approach.
- Math lesson in 3rd grade.
- Topic: "Division with 0 and 1".
- Purpose: to form the ability to perform special cases of division with 0 and 1.
- I. Organizational moment:
- good wishes from the teacher, children wish each other good luck;
- What will be useful to us for successful work at the lesson? (statements of children);
- checking homework according to the model.

II. Knowledge update:

8 : 2 = ...

6 : 2 = ...

4 : 2 = ...

Reasoning according to the plan:

one). It is necessary to find a number, when multiplied by 2, it turns out ... .. (8, 6, 4);

2). This number……;

3). So __ : 2 = __

III. Statement of the educational task:

• You will formulate the topic of the lesson yourself, after completing the assignments;

• When performing assignments, reason according to the standard (the reasoning plan is on the board).

IV. Discovery of new knowledge:

• We will work in groups;

• What rules of work in groups should be remembered?

Task number 1.

0 : 4 = ...

0 : 6 = ...

0 : 3 = ...

0 : 5 = ...

0 : 9 = ...

0:23 =…

0 : 17 =…

0 : 32 = ...

Conclusion: 0: a = ...

Conclusion: 0: a = ...

Conclusion: 0: a = ...

• representatives of the groups write down conclusions on the board, voice them;

• write conclusions in a notebook of discoveries.

Task number 2.

4 : 4 =…

8 : 8 = ...

6 : 6 = ...

5 : 5 =…

8 : 8 = ...

3 : 3 =…

7:7=…

9 : 9 = ...

Conclusion: a : a = ...

Conclusion: a : a = ...

Conclusion: a : a = ...

• representatives of the groups write down conclusions on the board, voice them;

• write conclusions in a notebook of discoveries.

Task number 3.

4 : 1 =…

2 : 1 =…

5 : 1 =…

6 : 1 =…

9 : 1 =…

7 : 1=…

8 : 1 =…

5 : 1 =…

Conclusion: a: 1 = ...

Conclusion: a: 1 = ...

Conclusion: a: 1 = ...

• representatives of the groups write down conclusions on the board, voice them;

• write conclusions in a notebook of discoveries.

Task number 4.

5 : 0 =…

7 : 0 =…

4 : 0 =…

6 : 0 =…

9 : 0 =…

Output: a : 0

Output: a : 0

Output: a : 0

• representatives of the groups write down conclusions on the board, voice them;

• write conclusions in a notebook of discoveries.

Summing up the results of work in groups (encouragement from the teacher, statements of children):

• who will be able to formulate the topic of the lesson? (children's statements).

V. Primary fastening:

• How can we test our findings? (children's statements: look in the reference book, in the textbook);

• open page 95 in the textbook; read the topic of the lesson, the rule (conclusions);

• compare your conclusions with the conclusions of the textbook (children's statements);

VI. Independent work with self-test according to the standard:

• p. 95 No. 3 – to be done in writing;

• How will you work independently?

VII. Repetition.

• p. 95 No. 4 - make 1 example for each equality;

Front check.

VIII. The result of the lesson (reflection of activity):

• what discovery did you make today?

• how did you find out?

• where can new knowledge be applied?

• what was difficult for you?

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INDIVIDUAL TYPOLOGICAL FEATURES OF STUDENTS' MEMORY IN THE CONTEXT OF LEARNING A FOREIGN LANGUAGE

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ABSTRACT

The article deals with the individual typological features of students' memory in the context of learning a foreign language. The ability to learn foreign languages includes many general psychological and psycho-physiological factors, which are individual-typical psychological and psycho-physiological characteristics of an individual.

KEYWORDS: *Individually, Typological, Memory, Learning, Foreign Language.*

INTRODUCTION

The study of language abilities in the framework of psychology and psychophysiology, as well as psycholinguistics and teaching methods, occupies a special place in theoretical and applied research on general and special abilities of a person. Consideration of this issue from the point of view of psychology and psycholinguistics is of particular interest. First of all, this is due to the complexity and multi-level structure of such an education as human speech activity. In general structural terms, speech activity is a "dualism" of two main, dialectically interconnected concepts, such as language and speech. For the first time, the opposition of language and speech was described by the Swiss linguist F. de Saussure. According to his interpretation, there is a language (langue) as an abstract supra-individual system, language ability (faculte du langage) as a function of an individual, and both of these categories are combined by the term langage (speech activity), which is opposed to the concept of parole (speech), which is an individual act that implements language ability through language. We also find a similar point of view in V. Von Humboldt, I. A. de Courtenay, N. Chomsky, J. Green, A. N. Leontiev, A. A. Leontiev, M. K. Kabardov, E. V. Artsishevskaya , L.V. Shcherby, E.A. Golubeva and others. In turn, language ability is also an ambiguous concept and is not a synonym for the concept of ability to learn foreign languages. Language ability, according to A.A. Leontiev, "is a set of psychological and physiological conditions that ensure the assimilation, production, reproduction and adequate perception of linguistic signs by members of a linguistic community", i.e. this definition points to the language ability as a certain general psychological, generic characteristic of a person.

The ability to learn foreign languages includes many general psychological and psycho-physiological factors, which are individual-typical psychological and psycho-physiological characteristics of an individual. The well-known linguist L.A. Yakobovits believes that "although the ability to learn languages is in itself an innate ability inherent in all individuals of the "human" species, however, the success of mastering a language, including a second language, is "factors in the implementation of language ability, depending on individual qualities (level of intelligence development, previous experience, physical development, motivation, etc.)". That is why the question of the method of teaching is so important."

The degree of scientific development of the problem. To date, the facts obtained in the psychology and psychophysiology of individual differences (A.R. Luria, B.G. Ananiev, B.M. Teplov, N.S. Leites, V.D. Nebylitsyn, E.A. Golubeva, M.K.Kabardov, E.V.Artsishevskaya, A.I.Krupnov, S.I.Kudinov, E.A.Klimov, N.Ya.Bolshunova and others); psycholinguistics (V.Fon Humboldt, I.A. de Courtenay, N. Khomsky, J. Green, A.N. Leontiev, A.A. Leontiev, M.K. Kabardov, L.V. Shcherba, B.V. Belyaev, I.A. Zimnyaya, N.I. Zhinkin and others) suggest that the study of a foreign language requires a combination of specific individual-typical natural inclinations, acquired mental qualities and special methodological approaches in teaching. At the heart of an individual approach to understanding the prerequisites of language abilities, including the study of foreign languages, are the provisions of the great Russian physiologist I.P. Pavlov on the interaction of two signal systems of reality as the natural basis of abilities: the first is figurative, common in origin in humans and animals , and the second - verbal (linguistic). The principle of interaction of two signal systems allowed I.P. Pavlov to formulate a provision on "special human types of GNI". Depending on which signal system is predominant, the following types are distinguished: "thinking" with a relative predominance of the second signal system; "artistic" - with a predominance of the first signal system; and "middle" - where both signaling systems are in a certain balance. Currently, specifically human properties of GNI are considered as prerequisites for special abilities studied at three levels: psychophysiological, psychological and behavioral (B.M. Teplov; S.L. Rubinshtein; N.S. Leites; I.V. Ravich-Shcherbo; V. M. Rusalov; V. N. Druzhinin; E. A. Golubeva; V. D. Nebylitsyn; M. K. Kabardov, B. G. Ananiev, N. Ya. Bolshunova and others).

An individual-typological approach to the study of language abilities, implemented by the school of B.M. Teplova (E.A. Golubeva, M.K. Kabardov, T.L. Chepel, G.A. Maktamkulova, E.V. Artsishevskaya, S.A. Izyumova, N.Ya. Bolshunova, E.V. Demina and etc.), allowed to solve several problems: their variability is shown, communicative and cognitive components of language abilities and types of foreign language acquisition - communicative-speech, cognitive-linguistic and mixed communicative-linguistic (M.K. Kabardov) are singled out; it was revealed that the typological properties of the nervous system, together with the characteristics of functional interhemispheric asymmetry and the ratio of signaling systems, act as the makings of general and special, including language abilities (E.A. Golubeva, M.K. Kabardov, N.Ya. Bolshunova, E. V. Artsishevskaya, T. L. Chepel, E. V. Demina and others); it is shown that individual differences in SL appear already at the level of utterance generation and are presented in the ratio of paradigmatic-syntagmatic tactics of associative reactions and individual-typical features of the syntactic component (E.V. Demina); the necessity of taking into account individual typological features of language abilities in language teaching was established (M.K. Kabardov, T.L. Chepel, N.Ya. Bolshunova, E.V. Demina, etc.).

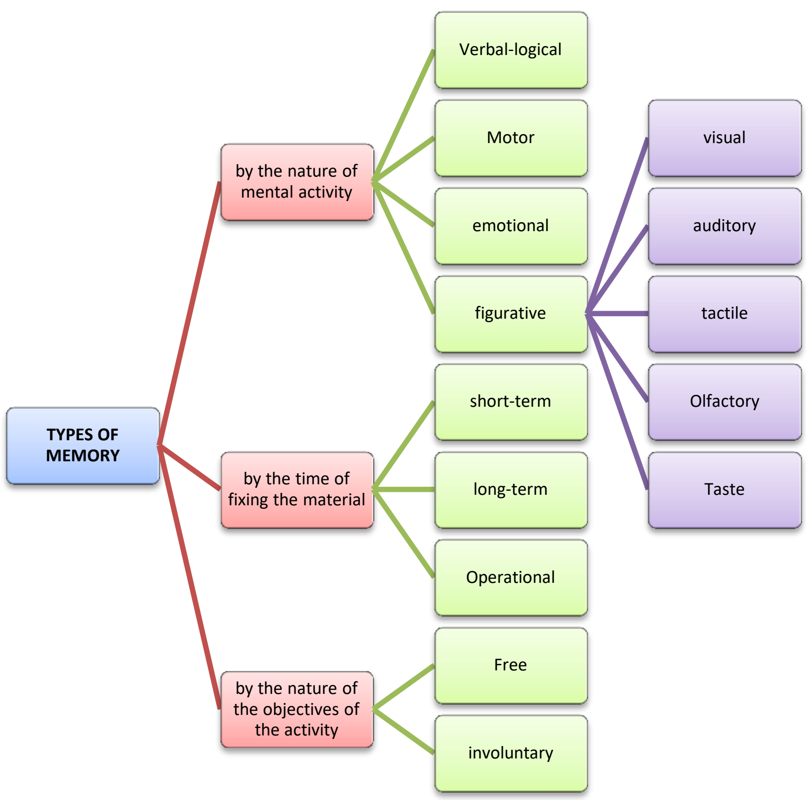
The relevance of the research topic made it possible to formulate the problem: at present, individual typological features of language abilities remain practically unexplored in terms of the implementation of translation activities and, accordingly, individual-oriented appropriate teaching methods have not been developed, while teaching a foreign language is almost always accompanied by this type of activity. . At the same time, translation specialists (A.D. Schweitzer, A.N. Zlobin, A.K. Utochkina, E.V. Popelysheva A.V. Puzakov and others) point to the existence of his different plans that determine the dominant of translation , which can be related both to the features of the text and the tasks of translation, and depend on the translator and his preferences.

Thus, the relevance of the problem is due to the need to understand the individual psychological characteristics of translation activity as a manifestation of language abilities and the demand for this kind of research in the practice of teaching a foreign language.

Memory is the basis of mental life, the basis of our consciousness. Any simple or complex activity, be it reading or writing, is based on the fact that the image of the perceived is stored in memory [2].

All over the world, the need for knowledge of several foreign languages began to form. Learning a foreign language opens doors for a person to the modern world. Learning a foreign language is the development of the cultural level of a person, the improvement of oneself as a person, professionalism and career growth. The great German writer Johann Wolfgang Goethe said: "He who does not know a foreign language does not know his own" [1, p.500].

The more a person knows foreign languages, the wider his horizons, the more confident he feels in modern society. For an applicant, pupil or student, knowledge of a foreign language is important because it makes it possible to continue their education abroad in the future. Secondly, knowledge of foreign languages is a constant training of the mind. When learning a foreign language, a person has to constantly memorize lexical and grammatical aspects, memory has a rather significant load, and therefore, the training effect takes place and memory develops.



Basic principles of good memory.

Pause. Using the pause principle in your daily life will give you time to assess the situation and think. Pause reduces the chance of hasty action, thus forcing you to focus on the right subject.

Relaxation allows you to suppress anxiety, which interferes with concentration and blocks memory mechanisms. D. Lapp claimed that this healthy brain exercise allows you to de-stress and relax. If you are nervous or frustrated because you cannot remember some important things, calm down by taking a few deep breaths in and out

Awareness is the key to selective attention and observation. Without them, the subsequent extraction of information cannot be guaranteed. The first and most important thing is to consciously involve as many senses and types of memory as possible in the process of recording information.

Personal comments contribute to the emotional and intellectual involvement in the process of recording information and help to leave a vivid mark on memory.

Organizing material by category has to do with how information is stored. Both recording and retrieval should use categories or major thematic sections of memory that facilitate the flow of specific memories.

Viewing and using the material provide a quick recall. By viewing information, you are actively participating in the three main processes of memory: writing, storing, and retrieving. The more you use information, the easier it is to retrieve it from memory.

Image association is an essential principle used by everyone who remembers the location of various objects: glasses on a table, keys next to a telephone, resorting to image association in many different contexts.

Thus, summing up the above, we come to the following conclusions that in the intellect and personality of an adult student there are many reserve opportunities for effective mastery of a foreign language in conditions of intensive learning. It is important for the teacher to choose the right adaptive technologies depending on the group and the individual characteristics of each individual student, and the teacher needs to take certain actions aimed at maintaining the existing motivation, identifying the individual characteristics of students that will actively influence the learning process.

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PSYCHOLOGICAL IMPACT OF FACTORS HINDERING THE MANIFESTATION OF LEADERSHIP ABILITIES OF ADOLESCENTS

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ABSTRACT

The article proposes an original formulation of the problem of the connection between leadership and personality development. Leadership is considered as the driving force of self-development of the personality of creative organizational leaders starting from the period of adolescence. The conceptual basis for the study of leadership as a determinant of personal development is defined. The design of a pilot study is described, the purpose of which is to identify psychological signs of the ability for self-development in high school students. Empirical studies have been carried out, during which personal characteristics included in the structure of the ability for self-development of high school students have been established. The prospect of further research into the problem of leadership as a factor in the development of personality in adolescence is determined.

KEYWORDS: *Leadership, Personality, Development, Personal Development, Self-Development, Ability For Self-Development, High School Students, Youthful Period Of Development.*

INTRODUCTION

Speaking about the connection between leadership and personality development in psychology, there are two approaches to this problem. Within the framework of the first approach, the development of the personality of a leader is studied, psychological patterns are identified, factors that contribute to and hinder the formation of leadership qualities, a search is made for personal characteristics that are subject to change under the influence of various training programs, including the so-called "leadership training". From the point of view of researchers who solve various problems of developing leadership qualities in various categories of specialists, the problem of developing the personality of a leader is not new. There are a large number of publications on this issue.

The second approach to the problem of the connection between leadership and personality development proceeds from the fact that leadership itself, as a complex socio-psychological phenomenon that manifests itself in the interaction of a person with a group of followers, is a powerful factor in the development of the personality of the leader himself and those around him. From the point of view of the second, very small group of researchers, the solution to the problem of leadership as a determinant of personal development is at the very initial stage. The number of publications on this issue is very limited, there are single works.

Therefore, this article notes the combination of two approaches to the problem of the relationship between leadership and personality development with the dominance of the first traditional approach.

In foreign psychology, one can also find single publications whose authors adhere to the second approach. An interesting idea was expressed by F. Cardell, who considers leadership from the point of view of a psychotherapist. He interprets leadership as a psychotherapeutic factor, thanks to which people with psychological problems are transformed into self-actualizing personalities. F. Cardell, revealing this position, believes that every person has what K. Jung called the "dark side". A prerequisite for the development of personality, the achievement of harmony is the immersion of a person in this "darkness", orientation in it, acceptance of it and integration with it. As a result of just such an immersion, a person learns the truth about himself, which is a particle of truth. Leadership, according to F. Cardell, is born from truth, which is the source of genuine, one might say, creative leadership. As a result of such searches and efforts, a person becomes a leader in his own life, as he gains faith in himself. Believing in yourself involves taking risks and being willing to create. Not being leaders, the author notes, we are left without a guiding force to achieve our goals, realize our cherished desires. Leadership must come from the source of the human and creative spirit. This form of leadership should flow from the well from which life flows and the integrity and dignity of a person is born. The new leadership is by no means the prerogative of corporate employees, university professors and top military officials. It should touch the very heart of the family, school and society as a whole [9].

It is important to note that F. Cardell talk about a specific form of leadership, which we call creative leadership [5].

So, a few literary data allow us to designate a scientific problem that can be formulated as follows: leadership as a determinant of personality development.

- Let us clarify the conceptual basis for the study of the problem of leadership as a determinant of personality development. First, it is necessary to rely on the theory of personality development recognized in Russian psychology. A.G. Asmolov in his work offers the concept of driving forces and conditions for the development of personality as a theoretical basis for studying personal development [1]. According to this concept, the driving force behind the development of personality is joint activity. From our point of view, creative leadership is such an interaction between a leader and followers, as a result of which effective organized communities of people are created. Therefore, we designate this type of leadership as “organizational leadership” [4].

- Consequently, leadership from the point of view of determining the development of a personality can be viewed as a joint activity that has the greatest potential for the personal development of those involved in this type of activity. Especially this type of joint activity affects the development of the personality of those who occupy a leadership position.

- Secondly, we note the specifics of the development of the leader's personality. Based on the modern theory of determination of personality development, taking into account the three determinants of development, we previously identified three lines of personal development:

adaptation, socialization and self-development of the individual. For a leader, the line of self-development is dominant [6]. At the same time, we adhere to the point of view of D.A. Leontiev [10], M.A. Shchukina[13], J.J Bauer [14] R.F Baumeister, K.D Vohs [15] on the interpretation of the content of self-development in psychology. Self-development, according to M.A. Schukina, is a form of personality development as a subject of the life path with attributes of controllability, arbitrariness and self-determination of qualitative personal changes. Clarifying the content of this phenomenon, D.A. Leontiev believes that self-development can be interpreted as a special form of activity. R.F Baumeister, K.D Vohs consider self-development from the standpoint of self-regulating systems. It should be noted that in the literature there are conflicting ideas about the structure of self-development. In a pilot study, we will consider self-development from a functional point of view as an ability, evaluating the individual characteristics of a person that determine the functional capabilities of a subject of life-creation to independently choose the direction of his development and implement an autonomous strategy of personal development.

- Thirdly, we emphasize that not all forms of leadership contribute to personal growth, and even more so to self-development of the leader's personality. For example, destructive leadership destroys the personality of the leader [3]. The greatest positive influence on the self-development of the leader's personality is exerted by the leadership that is referred to abroad as super leadership, leadership that generates leaders [16].
- From our point of view, this form of leadership is better defined as creative organizational leadership, which is characterized by the fact that leaders:
- put forward a socially constructive idea that has transformative power;
- unite around this idea people endowed with talent and ready for development;
- in the process of implementing their plan, carrying out joint creative activities, they themselves develop and inspire others for self-development.

1. Fourth, based on the characteristics of mental development, it is important to emphasize that it is during adolescence, in which high school students fall, that two distinctive features of personal development can be distinguished. The first important point is that during this age period there is a sharp change in the internal position with a change in attitude to time. As I.V. Shapovalenko [12], one of the signs of the transition from adolescence to adolescence is a change in attitude towards the future. According to L.I. Bozhovich, a teenager looks at the future from the position of the present, and a young man (senior school student) looks at the present from the position of the future. In adolescence, there is an expansion of the time horizon: the future becomes the main dimension. The main orientation of the personality is changing, which can now be designated as aspiration to the future, determination of the further life path, choice of profession. The most important factor in the development of a personality in early youth is the desire of a high school student to make life plans, to comprehend the construction of a life perspective. In this regard, it can be argued that from adolescence, the line of self-development gradually becomes the leading one in the development of the individual. The second distinctive feature is a new basis for the interaction of boys and girls with other people. The value-semantic dominant of communication is found in the leading topic of high school students' conversations. Note that

the value-semantic basis is a characteristic feature of creative organizational leadership. Leaders who create organized communities of people fill the lives of other people with meaning, treat people as values, and not as tools to achieve their goals.

2. Consequently, it is during adolescence that the opportunity first arises to explore the relationship of leadership with self-development as the dominant line of personality development for those who are able to reach the heights of personal growth.

3. On the basis of the data obtained, it is possible to draw up a psychological portrait of those who are prone to creative leadership in their youthful period. Theyarecharacterizedby:

4. the presence of a goal in the future, which gives life a meaningful character, focus on future achievements, time perspective;

5. • interest and emotional richness of life, enjoyment of self-realization, feeling like the master of life, awareness and understanding of one's emotions, successful management of emotional states, developed self-motivation, empathy, the ability to feel others and recognize their emotions;

6. striving for success, tolerance for uncertainty and readiness for reasonable risk.

7. In order to assess the degree of manifestation of the ability for self-development among leaders during adolescence, we will characterize the apex form (acme form) of its development among creative organizational leaders. At the same time, we will rely on our own results of a study of organizational leadership talent. Creative organizational talent is characterized by the following features.

8. 1. Distinctive features of the value-semantic sphere of the individual are: a system of values, which implies the belief that duty is above one's own interests; includes the desire to be ahead, the desire for a leading position not of oneself, but of a union of people headed by a leader; is based on the ideological position of serving people, which is manifested not in the manipulation of the consciousness of subordinates, not in the use of their followers, but in the self-development of the head of the organization and the formation of independently thinking leaders from his followers.

9. Developed moral qualities of the individual, which are manifested in the preservation of honor and dignity; fair, honest, consistent attitude towards subordinates; trust in people, care for their employees; in a constant readiness to correlate goals with morality, to determine whether these goals are detrimental to the social union, whether they destroy the structure and moral spirit of this union.

10. A high level of professionalism in organizational activities, which includes: a passionate commitment to the cause; the ability to define clear goals for joint activities, plan strategically, defining a mission and developing a program for the implementation of this mission; organizing the activities of other people on the basis of spontaneous involvement in organizational activities; voluntary acceptance of the role and functions of the organizer; decision-making, readiness to be responsible for these decisions and their consequences; encouraging others to achieve a common goal; declaring one's expectations to followers in the form of a clearly structured, easily transmitted, perceived and accepted by others point of view; engaging followers in the implementation of their plan, giving them the opportunity to realize the benefits and benefits; definition of their duties, focusing not on orders, but on contractual relationships with followers, building a relationship of consent; effective influence on followers based on a flexible, adaptive leadership style that involves a rich role repertoire, the use of not only persuasion, but also the successful use of emotional methods of influence, which ensures that other people understand the leader's ideas, combined with faith in the justice and feasibility of these ideas.

11. Communicative competence, which includes diagnosing the psychological characteristics of other people, which implies the ability to quickly and adequately characterize these characteristics, accurately and briefly describe them, analyze the obtained psychological portraits of subordinates, explain the behavior of other people and one's own; the ability to mentally put yourself in the psychological situation of another person; empathy, i.e. empathy for what others are experiencing; the ability to win over an interlocutor due to charm, attractive power, compassion in relations with people, simplicity, naturalness in communication, the ability to remain oneself in relations with people, lack of pretense in behavior; the ability to effectively influence people using the technology of "parables".

12. Developed abilities for organizational activities, namely:

- the ability to self-transcendence, which allows the organizational leader to form a system of organizational values and, on this basis, turn the group into a single whole; to foresee the future, acting like a wise man, to avoid decisions that destroy the union of people;
- the ability for social creativity, which is manifested in the promotion of ideas, in the creation of the concept of the organization;
- the ability to achieve success, which involves the search and finding the necessary resources to realize your plan;
- the ability to critically analyze one's own capabilities, which allows one to evaluate alternatives, choose the best solution and improve the chosen option through systemic critical analysis;
- the ability for spontaneous activity, for self-mobilization, which in tense situations allows you to be self-effective, not fall into a state of acquired helplessness, maintain purposeful activity, mobilize followers, inspire confidence in success, in victory;
- the ability to anticipate social threats, which implies that the leader of the organization can not only foresee dangers for the implementation of his plan, but also, if necessary, is able to stop, which allows him to avoid blind, thoughtless advancement in order to realize the need for spontaneous activity;
- The ability to sustain the functioning of the personality, which allows you to maintain its structure (ie, to remain yourself) and prevents the occurrence of a neuropsychic breakdown by controlling your emotions, mental and physical states.

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IMPROVING PEDAGOGICAL TECHNOLOGIES FOR TEACHING LOGICAL THINKING TO YOUNGER STUDENTS

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ABSTRACT

The article analyzes the main didactic foundations of innovative technologies in the development of logical thinking skills in younger students. The main pedagogical conditions for the development of students' logical thinking are singled out. Various pedagogical researches are considered and ways of purposeful formation of pupils' skills are determined.

KEYWORDS: *Technologies, Structural Approach, Logical Thinking, Innovations.*

INTRODUCTION

In the practice of pedagogical science, different approaches are used. Among them are the traditional approach, the systematic approach, the technological approach. The main feature of the traditional approach is that the teacher transmits information, and the student remembers this knowledge. The concept of "knowledge" is considered information stored in memory. The knowledge of the student is determined by the memorized answer to the question about information. Knowledge is basically the result of memorization. Such knowledge is stored in memory for a short time. At present, a lot of experience has been accumulated in the field of traditional education, and research is being carried out to improve traditional teaching methods, but its objective possibilities are limited. Ongoing reforms in the field of education, rapidly changing scientific and technical requirements have created a gap between the teaching method and the society's need for the training of highly qualified personnel in order to form a harmoniously developed generation. It needs to be solved by applying other new approaches in education.

When designing educational processes, attention is paid to the correct definition of the content of training, learning objectives, expected results, the correct choice of methods, forms and tools of training, the development of clear criteria for assessing the knowledge, skills and abilities of students, their implementation and harmonization. Focus is recommended. Modern learning technologies are the basis for consistent goal setting and a quick source of feedback on the subject. In this case, the learning objectives are determined as much as possible. Taking into account modern requirements, it is desirable to organize classes with the help of technical means.

The main tools that help a teacher in learning are a textbook, a manual written for him, a set of questions and tasks, as well as a set of exercises, didactic materials and well-placed technical tools. That is, film cameras, video, overhead projectors, and so on. Such devices, which help the eye to see and the ear to hear, increase the effectiveness of student learning.

In addition, the following methods give effective results in teaching students logical thinking.

Linking the topic to professions that interest students will increase the child's interest in this profession. At the same time, the student listens attentively to the lesson. He himself will try to tell you something about the profession of interest to him at the next lesson. He tries to connect the practical work he sees in life and technology with his profession. As a result, the student has a more interesting job in science and profession.

Methods for demonstrating knowledge are read and studied.

Demonstration means: "I will show, I will prove." In this method, the teacher shows the students the order of the task. Students should then be given the opportunity to complete the task on their own.

Statement:

□ When specifying the order in which the task is to be completed;

□ In problem solving and teaching analytical skills;

□ Safety training;

□ In training to work with technical means and tools.

Advantages:

□ the student can see with his own eyes;

□ can help to understand and remember;

□ increase interesting work;

□ - a very active form of learning.

Role play tricks. In this way, students recreate "real life" situations. This allows them to try out and try out new activities that can be applied in practical activities.

Statement:

□ shows an opportunity to try a new activity;

□ teaching students how to apply in theoretical practice;

□ In increasing the activity of students.

Advantages:

□ Restoration of "real life";

□ deeper involvement of students in the topic;

□ Let the students look at the problem differently.

In order to improve the quality and efficiency of science teaching, pedagogical technologies can be integrated into three types of education based on modern information technologies, taking into account the specifics of lectures, practical and laboratory classes. From this point of view, teaching includes all the laws governing general education.

- orientation of education towards solving problems related to the comprehensive, harmonious development of the individual;

- reveal the abilities and creative qualities of students in the learning process and rely on their positive qualities and qualities;

- take into account the age and individual characteristics of students in the learning process;

- providing joy and success in acquiring knowledge;

- the needs of students;

- the unity of the area of interest with educational activities;

- show respect and demand for students and strengthen their personal pride in the learning process;

- increasing the role of the team in improving the quality of training;

- functional nature of training.

The nature and means of enforcing these laws are revealed as the essence of education is explored. It should be noted that the skillful implementation of these laws creates important conditions for increasing the didactic effectiveness of the educational process. For example, if a teacher does not form and develop the sphere of interests and interests of students, then he is unlikely to ensure their learning activities. If the teacher does not encourage students to be active, that is, does not treat them with respect, kindness and courtesy, he will not be able to please the students with his knowledge. It is a law that applies to both teaching and learning.

In psychology and pedagogy, direct and indirect ways of purposeful formation of skills to carry out certain logical operations are distinguished. The direct way is an explanation of the essence of the technique being performed, acquaintance with its algorithm, functions.

The indirect path is, first of all, the activity of mastering specific subject knowledge and skills according to a certain rule. At the same time, the latter is nothing more than a method of logical thinking adapted to a specific educational situation, a logical operation. For most researchers, the indirect route is preferable. The implementation of logical techniques requires two stages: the selection of a meaningful component and logical relationships. Therefore, the formation of specific techniques and knowledge in unity with the use of logical techniques, realized by students, makes it easier to abstract from specific content in the future and master the logical methods of thinking.

Pedagogical psychology offers the following conditions for the effective solution of this problem:

1. Ways to transfer the knowledge (concepts, rules, signs, theories) learned by students to new learning situations to solve new problems should be gradually worked out and gradually generalized.

2. When performing actions to transfer basic knowledge (concepts, rules, signs, theories, etc.) to new learning situations, students must comprehend the structure of actions and operations to transfer basic knowledge to a new specific learning situation.

3. After students comprehend the structure of actions and operations, it is important to give them the task to draw up a rule-plan for the implementation of educational and cognitive actions [5].

Important for substantiating the pedagogical conditions for the development of logical thinking of younger schoolchildren is the integrative technology of activity and personality-oriented approaches to their education, developed by L.G. Peterson. In L.G. Peterson's studies, it is noted that at the modern stage of development of the primary education system, there was a need for each student to build an individual educational trajectory. In the educational process, the invariance of the activity structure determined by the learning technology should be ensured. Such a technology should include the stages of self-determination for learning activities, updating knowledge, posing a problem, “discovering” new knowledge, verbal consolidation of new knowledge, independent work with self-examination in the classroom, repetition with the inclusion of new knowledge in the knowledge system, reflection of activity. Then it will become possible for each individual to build his own continuous educational trajectory, which allows him to form a readiness for an independent purposeful development of logical thinking.

Thus, generalizing the pedagogical conditions for the development of students' logical thinking proposed by various researchers, they can be grouped according to the following main provisions:

1. Each lesson should begin with solving tasks aimed at activating attention, memory, imagination (in the traditional paradigm, this is the actualization of knowledge, skills or abilities).

2. The actualization of a specific mental device must be associated with an educational object (task, number series, diagram-graph, etc.).

3. Abstraction from the specific content of the educational task should be preceded by the solution of a number of tasks based on visual-effective and visual-figurative thinking.

4. The development of mental techniques should be carried out in a complex.

5. The development of reflection is one of the determining factors for the successful adaptation of younger students to the learning environment.

6. A special system of educational tasks is one of the conditions for the process of teaching schoolchildren the methods of logical thinking.

7. Along with ensuring the unity of the motivational, content and operational components of education, attention should be paid to the development of interest in the subject as the most important motive in the motivational sphere of the student.

The second most important condition is to ensure the motivation of students to master the logical operations in learning. On the part of the teacher, it is important not only to convince students of the need for the ability to implement certain

other logical operations, but in every way to stimulate their attempts to generalize, analyze, synthesize, etc. It is our deep conviction that an attempt by a primary school student, albeit an unsuccessful one, to carry out a logical operation should be valued higher than the specific result of acquiring knowledge.

The compilation of a system of variable tasks that is adequate to the age and individual characteristics of the student's personality, the level of development of his logical thinking, is also a pedagogical condition for the development of logical thinking of younger students. This condition involves a change in the content, structure of classes, the use of a variety of teaching methods, a phased, systematic and mandatory introduction of logical tasks in all school subjects of the school course. The use of a complex of logical tasks in the learning process will increase the productivity and speed of development of logical thinking of younger students.

Thus, we put forward a proposal that the creation and implementation of these pedagogical conditions in the education of younger students will contribute to the development of their logical thinking.

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DEVELOPMENT OF INCLUSIVE COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

The article outlines the development of inclusive competence in future teachers. The article proposes practical ways to form the inclusive competence of a future teacher of the basics of health in the conditions of professional and pedagogical training and presents the results of an experimental verification of the effectiveness of their implementation.

KEYWORDS: *Inclusive Education, Inclusive Competence, Scientific And Methodological Model.*

INTRODUCTION

The process of forming the inclusive competence of future teachers includes mastering the basic methods of diagnostic and correctional and developmental work with children, aimed at the comprehensive development and socialization of children.

Solving a wide range of new tasks of inclusive education requires restructuring and changing the entire system of training specialists for the education sector. At present, for the higher pedagogical school, the issue of training a specialist who, through mastering the methods of preserving, strengthening and reproducing health, could form the conditions and motivation for health in the future generation is relevant. It is the valeological activity of a teacher of the basics of health that is aimed at overcoming the problems associated with the health of young people, which can only be solved by a person with certain individual traits of a humanistic direction. The teacher of the basics of health forms in students not only the motivation for a healthy lifestyle, but also the valeological consciousness of the individual. Therefore, the widespread introduction of the idea of inclusion in general education schools largely depends on the qualifications of personnel and requires the introduction of appropriate changes in the process of training future teachers of the basics of health. And in this perspective, the problem of forming the inclusive competence of future teachers of the basics of health is of particular importance.

The inclusive competence of a future teacher of the basics of health is an integrative-personal education that determines the ability to perform professional functions in the process of inclusive education, taking into account the various educational needs of students with disabilities, ensuring their inclusion in the general educational learning environment, creating conditions for their development and self-development, full-fledged socialization through direct mastery of health-saving technologies [1; 3].

An important means of organizing and improving the process of forming the inclusive competence of future teachers of the basics of health is the development of an appropriate scientific and methodological model.

The formation of the inclusive competence of a future teacher is a long, complex and holistic process. The scientific and methodological model developed by us for the formation of the inclusive competence of a future teacher of the basics of health in the process of professional training includes four stages.

Thus, the preparatory stage of the implementation of the model is aimed at designing and developing scientific and methodological support for the process of forming the inclusive competence of the future teacher of the basics of health.

The tasks of the second (cognitive) stage of the process of forming the inclusive competence of a future teacher of the basics of health are determined: the development and deepening of interest and value attitude to the inclusive education of children with disabilities in a general education school, the formation of the basic qualities of an inclusive-competent teacher of the basics of health. Education at this stage is focused on the formation of the future teacher of the basics of health, primarily the motivational-value structural component of inclusive competence.

The awareness of the importance of inclusive competence, positive attitude and sustained interest in the issues of inclusion among the students of the experimental group was facilitated by: attraction to the educational material of interesting facts from the history of the emergence of inclusive education, the experience of its implementation in schools of foreign countries and the experience of preparing a future teacher for professional activities in conditions of inclusive education; familiarization of students with the most important problems of inclusion, inclusive education, inclusive school, inclusive class, inclusive teacher and ways to overcome them; demonstration of fiction and popular science films, etc. Problem solving was also achieved by working with key terms, compiling a list of pros/cons, etc.

Strengthening the interest of future teachers of the basics of health in inclusive problems and the formation of basic personal and professional significant qualities was facilitated by: excursions to specialized educational institutions and general educational institutions with the introduction of inclusive education; volunteer activities of students in regional public organizations for the disabled and city rehabilitation centers for disabled children; participation of students in holding valeological actions, charity auctions of creative works of children with disabilities, concerts and performances with their participation in close collaboration with healthy peers, in the work of a circle of interests for children with disabilities, a public organization of their parents; attending lessons on the subject of "fundamentals of health" in inclusive classes, meetings and conversations with correctional teachers, speech therapists, defectologists, teachers-practitioners of the subject "fundamentals of health" in schools where the model of inclusive education is being introduced.

The purpose of the third (practical) stage is the development of the cognitive-operational structural component.

The main means of achieving the goal at the third stage are lectures and seminars held within the framework of the courses "General and Pedagogical Valeology", "Fundamentals of Valeological Monitoring and Valeodiagnostics", "Health-Saving Pedagogical Technologies", "Vale

Philosophy and Culture of Health", "Psychovaleology", "Correctional Pedagogy", at 1-courses of study, providing for active teaching methods.

We believe that the content of the disciplines should include information about alternative ways of getting education for people with disabilities, about inclusive processes both in their own country and abroad, about the features of organizing inclusive education. Students should understand that not only special teachers, speech therapists, defectologists, but also ordinary subject teachers may encounter students with disabilities in their professional activities. For example, in the study of the discipline "general and pedagogical valueology" for the formation of inclusive competence, the seminar "On the way from integration to inclusion" is effective. As part of the seminar, a round table was held on the topic "Problems of inclusive education for children with disabilities." The purpose of this event was to continue the formation of the motivational-value component and create conditions for the successful formation of the cognitive-operational structural component of the inclusive competence of future teachers of the basics of health. The content of the discipline "basics of valeological monitoring and valeological diagnostics" was supplemented by a number of inclusive questions, a seminar "Efficiency of inclusive education" was held. In order to ensure the inclusive orientation of the discipline “health-saving pedagogical technologies”, lectures were included in the curriculum: “Conditions and mechanisms for improving the quality of inclusive education”, “Dialogue is the basis for inclusive education”, “Correctional and developmental technologies in a secondary school”. The inclusive component of the discipline “valeophilosophy and health culture” is primarily related to the topics: “Inclusion and quality are two sides of the same coin”, “Philosophical and cultural problems of inclusion”, etc.

Inclusive issues were additionally included in the content of the discipline “prevention and correction of behavioral deviations” in the format of seminars: “Creating an inclusive educational environment for students with disabilities: worldview, technology, ethics”, “Problems of children with disabilities in modern society” .

Important for the training of future teachers of the basics of health in the context of inclusive education in the study of the discipline "Psychovaleology" are such topics as "Psychology of inclusive education and personal inclusion", "Inclusive education and children with disabilities in a regular school".

For the formation of inclusive competence, the possibilities of lectures and seminars of the course "Correctional Pedagogy" were used. So, for example, students at the seminar were offered the topic “Evolution and theoretical socio-social models of attitude towards persons with disabilities”, revealing the evolution of the attitude of society and the state towards persons with disabilities. The discussion of the topic was held in the form of a discussion, and everyone had the opportunity to speak about the most effective, in his opinion, social models.

To intensify the activity of students at seminars, a form of work in small groups was used, which allows to form a cognitive-operational structural component of inclusive competence.

Reading and discussion by students of psychological and pedagogical literature on the problems of inclusive education, including the Memo of an inclusive class teacher, contributed to the qualitative mastery of theoretical and practical material to improve the stay and education of students with disabilities in a general educational institution. The topics of the memos depended on the type of disorder in the psychophysical development of the child.

The formation of the inclusive competence of the future teacher of the basics of health was facilitated by the work of students in the educational project to create the newspaper "Inclusive Education of the Present". Students in microgroups prepared a special issue of the newspaper dedicated to the problems of ensuring the right to education for children with disabilities in general educational institutions.

The purpose of the fourth stage (analytical) is the further development of the structural components of inclusive competence, special attention is paid to the reflective-evaluative component. While inclusive education is not widespread enough in the practice of general educational institutions, this goal can be achieved by highlighting the relevant aspects in teaching practice in the 3rd and 4th years of study, working with parents, developing individual curricula, as well as organizing introductory pedagogical practice in special schools . In turn, the future teachers discussed the problems and successes of the child with the parents, together with the teachers they visited the family, helped to get expert advice and find possible sources of social support.

The future teacher of the basics of health should not only be ready to work with a child with disabilities, but also be able to realize that, relying on their strengths, it is possible to draw up an individual curriculum for maximum development and, in cooperation with specialists, ensure the formation of the student's life activity. Therefore, in order to apply the acquired knowledge on inclusion, the students were offered the business game "Development of an individual curriculum", for which, based on theoretical knowledge, students prepared and conducted a role-playing game to draw up an individual curriculum for a child with disabilities, involving also representatives of the department education, school director, head teacher, subject teachers, psychologist, defectologist, medical workers, parents, students.

After completing the task, the group discussed the event, which allowed the students to understand: the development of an appropriate individual curriculum will not only allow developing an individual educational trajectory for the student, but also repeatedly check and evaluate the level of their own inclusive knowledge, skills and abilities, and with the help of analysis and introspection, find out how the student is ready for professional activity in the conditions of inclusive education.

In the 4th year of study, students received a creative task for the individual design of the implementation of inclusive education in a particular general education institution. The project should include the formulation of the conditions that need to be created in this educational institution for effective inclusive education, a description of the features of the organization of educational and educational processes, the development of a program for the inclusion of a child (children) with disabilities in the school and class staff, ways to develop his personality, a forecast of performance own project.

Thus, the preparation of the future teacher of the basics of health for professional activities in the context of inclusive education makes it possible to solve a set of tasks for educating a comprehensively and harmoniously developed personality of the future teacher of the basics of health with a high level of formation of inclusive competence.

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CASHLESS ECONOMY: THE IMPACT OF DEMONETIZATION ON SMALL AND MEDIUM BUSINESSES

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ABSTRACT

The Indian economy is heavily reliant on the Small and Medium Enterprise (SME) sector. This industry employs millions and generates 8% of the country's gross domestic product. There must be careful consideration of the possible economic consequences of a big economic action like demonetization. SMEs in India are typically owned by members of the same family. There are two main segments in the SME market. Entrepreneurs that seized the chance and acted rapidly to begin and become successful soon founded profitable businesses. Businesses who entered the market late yet were able to succeed because of the enormous untapped potential. Small and medium-sized businesses (SMEs) believed that they could continue to operate in the same way and yet experience success without needing to expand or make large expenditures.

KEYWORDS: *Cashless Economy, Digital Economy, Demonetization*

INTRODUCTION

Despite the fact that small and medium-sized enterprises (SMEs) in India continued to operate in a siloed environment, the overall Indian economy was developing and expanding. Multiple permits, approvals, and other checks were introduced as a result of the government's need to keep an eye on a number of different areas, which added another layer of complexity.

If you're a company that doesn't waste money, you'll have an advantage over your competitors. Small and medium-sized businesses (SMEs) have a long history of finding creative methods to avoid paying taxes and licencing fees. The main strategy was to bribe government officials with a variety of benefits.

Another key factor contributing to the rise of tax cheating among small businesses was the fact that our tax system does not precisely reward voluntary participation by providing low rewards to honest tax payers. Businesses were able to easily circumvent the system due to shoddy implementation and improper procedures. As a result, a parallel economy spawned massive amounts of "black money." As a strategy to combat the black money problem, the government decided to demonetize every currency in the country.

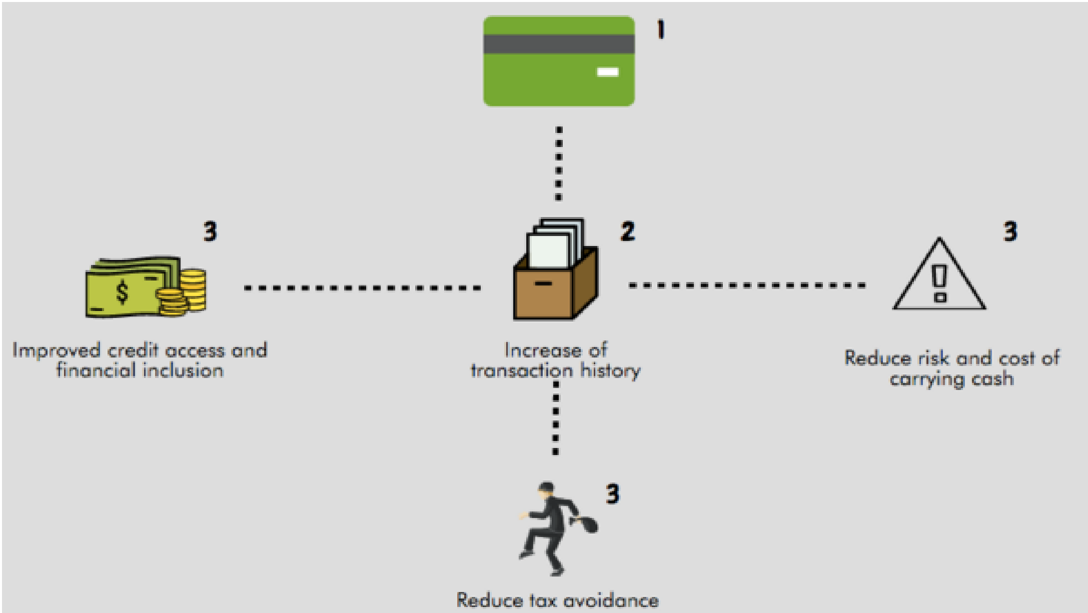

Figure 1 : Dimensions of Cashless Economy

Because cash transactions are the most regularly utilised means of transacting, removing roughly 86% of the circulating currency was a risky move that required bold thought and execution.

Rather than comparing it to a precision hit on the economy, demonetization should be compared to a carpet bombardment. It might take a long time to replace money since everyone wants to buy more and spend less because of the uncertainty.

Due to demonetization, small and medium-sized enterprises (SMEs) have been badly damaged. Businesses are hoarding their cash while they wait for the currency availability issue to improve, as cash flow has dried up to a trickle. As a result, fewer items and resources are being purchased across the whole procurement and production cycle.

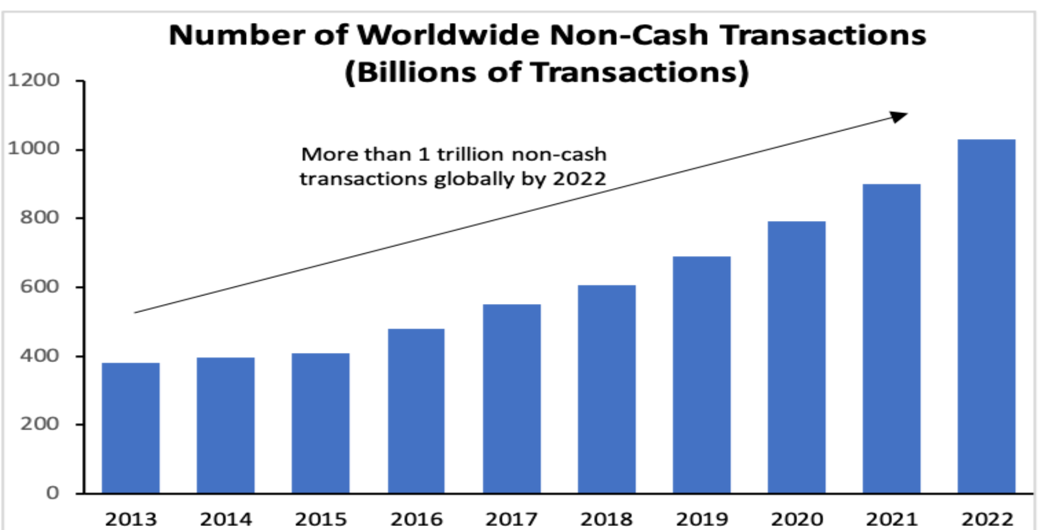

Figure 2 : Data Analytics

Growing Apprehension

There must be a free and ample supply of cash available in the financial system for the government and the Reserve Bank of India. At the earliest opportunity, all limits on ATM and account withdrawals should be lifted.

Financial and trade and commerce reforms are also high on the government's priorities. Despite the introduction of GST and BTT, the implementation of GST may be delayed due to demonetization.

Concerns raised by small and medium-sized firms (SMEs) and others regarding the licencing and approvals procedure must be addressed by the government. A single-window clearance system and other steps that make it easier for enterprises to get up and running in the shortest amount of time are needed now more than ever. Scrap any additional procedures that need several apps and expensive processes.

In order to attain the maximum degree of tax compliance, tax procedures and filing techniques must be made easier and the taxation structure made more user-friendly, as well. It's time to put a stop to the practise of settling differences amicably across the table.

Taxes collected by the government must be used in a transparent way to improve infrastructure. People who pay taxes should be certain that their money is being put to good use for the benefit of the country as a whole. At the earliest opportunity, normalcy must be restored.

There are both positives and negatives to demonetization. As this is an unprecedented action in terms of scope, even specialists are unable to predict the consequences quickly. After two months of demonetization, the country's economy is still in limbo.

The government must do all in its power to assuage people's anxieties and build faith in small and medium-sized enterprises as well. It's possible to attain this goal through consistent and appropriate communication between the parties involved. Transparency must be maintained, and the public must be informed of demonetization-related developments via all available means and channels of communication.

'CASH,' a mystical phrase ingrained in the psyche of Indians since ancient times, is still in high demand today. India must become a cashless economy, and this can only happen if every Indian client has the choice to pay electronically, whether through their mobile phone, laptop, or some other device. Cash has played a significant part throughout Indian history in a wide range of industries from agriculture and related industries to biotechnology and the automotive and cement industries to consumer durables and e-commerce. Instead than relying on antiquated technology to do business, it's time to implement cutting-edge "cashless" payment methods.

To have a "Cashless Economy," one must replace the physical flow of national currency with digital platforms like online transactions, the adoption of plastic cards, and Internet banking (Praseetha et al., 2019). Even if the money is no longer banned from use, the necessary method for slowing the use of cash currency is still in place. Digital transactions are becoming increasingly important, and as a result, the general public now has another option for solving their problems (Alibekova et al., 2020). In order to adapt to the new cashless society, one must leave behind the old ways of doing business. As a result, the Indian government has established several efforts, such as Digital India, to limit the usage of cash and increase the emphasis on digital transactions while entertaining the public's minds. Because of the significance of a Cashless India, the Indian government has made it a top priority to educate the public about the dangers of cybercrime and online fraud. Additionally, banks are essential since they are accountable for all transactions, whether cash or non-cash based.

In the newest stage, we observe a new degree of change in the way payments are made and received. As a result of the shifting nature of everyday infrastructure operations, we've seen shifts in policy. Everyone should be aware that India's future is a "cashless economy" for the benefit of the whole population (Athique, 2019). If the government is serious about raising public awareness, it may decide to reduce or eliminate cash in favour of plastic notes in the future. Demonetization, which was widely embraced, was the key catalyst for the widespread adoption of a cashless economy.

Customers are increasingly embracing cell phones to pay for products and services, a step toward Digital India that the government recognises. Consumers in India must be equipped with digital information in order for the country to undergo transformation. This is a well-known need of the Indian government. Rural India is the key emphasis. People in India aren't aware of the benefits of switching to a cashless economy, thus technology has to be evaluated and applied. Because agriculture employs the vast majority of India's population, the country must take new measures to advance in this area. People are hesitant to switch to a cashless economy because of their concerns about their personal information and security. In India, walled-based and UPI-based media have both been launched for online payment. UPI-based mobile payment applications are supported by the government as it moves toward a cashless economy. Internet banking and mobile payments, for example, are also likely to be promoted by banks. There's no need to leave your house to make a transaction; everything may be done from the comfort of your own home (Menon & Ramakrishnan, 2019). Our research focuses on how India's banking system is evolving to become a cashless economy with an emphasis on digital transactions in the future. As a result of this research, we will be able to determine just how widespread cashless transaction knowledge currently is.

There are two ways to do this:

Paying for products and services electronically rather than with cash is known as the "cashless economy," but the term does not imply that there is no such thing as a cash economy.

Historical Perspectives

Due to technical advancements and regulatory changes, there has been an increase in the number of payment options available in the digital age. As we move toward open innovation, the Internet of Things (IoT) will play an increasingly important role in uniting our nation's residents. With the use of IoT, several cities have transformed into Smart Cities for this study's purposes. It is possible to become self-sufficient in IT and AI in the long term with the assistance of the government, which will play an increasingly important part in the future. Open innovation and Internet of Things (IoT) literature is also reviewed in the study As a result, the ability to form relationships and trust, the ability to learn, and the ability to openly innovate should be closely linked for development (Scuotto et al., 2016).

In the early days of cashless transactions, e-banking and e-payment were not widely recognised. The use of internet payment methods allowed the authorities to maintain tabs on those with hidden wealth, but at the time, most individuals were unaware of the tools available and were thus unable to use them effectively. This study examines the progress of India's cashless transaction system from 2006 onward. A new method can be introduced into the market for modernization and speedy payment remittances by the government using the full potential of technology. Additionally, the e-banking system guarantees that banking services are used optimally for both banks and clients, resulting in better access to funds. New payment methods will be enabled via communications networks, according to the author (Maurya, 2019).

In order to bring about a digital revolution, more and more analogue information has been transferred into digital channels. With the help of universally agreed-upon standards, the digital revolution is helping society as a whole (Pearson, 2010). Everything from cellphones to music players to cameras now uses digital standards. We also must manage terrorist funding so that the money flow will assist in locating black money, unaccounted assets, etc. Every country's payment system will soon be completely digital as a result of significant advancements in technology. In this present era of digital convergence, wireless is seen as the most important aspect. Cloud-based applications aren't just for mobile devices; they're also making it feasible for people to work digitally (Teece, 2018).

ICT has had a profound effect on the global economy, allowing it to develop at an unprecedented rate (Fang et al., 2016). People's lives have been changed and made more convenient as a result of a rapid development in the industry. There have been a lot of technological advancements that have spread over the world because of the Internet. The term "Internet banking" (IB) was used to denote a move away from the usage of cash in favour of electronic transactions (Nguyen, 2020). The research makes use of the Technologies Acceptance Model (TAM), a theory outlining how people come to embrace and make use of new technology. Internet banking's adoption is the main topic of this study, and descriptive studies are not used (Hanafizadeh et al., 2014).

Need of Electronic Fund Transfers

There would be a rise in employment and a decrease in money-related fraud because of the cashless policy, according to the Indian government. Customers will now be able to save more money in their bank accounts. Because they would have less money, they will be more likely to reveal their true income, which will cut income tax fraud dramatically. Because it is a safe method of payment, it will encourage international investors to invest in the country (Grimes, 2003). In other nations, this step was taken in the correct direction when it was first introduced. It was assumed that this would hasten the transition to a more contemporary payment system. As the number of banks grows, transaction costs come down, and the great security of carrying cash is compromised less and less. With this bank, consumers may learn about the sector in a more efficient manner. An important factor in pushing for a cashless economy is the possibility of financial loss. Even though Indians have long utilised electronic payment methods, the retail industry is still heavily dependent on cash transactions. In the retail industry, they consider it to be a more secure and easy method of physical operation (Chundu Venkata Rao, 2014).

The continuous improvement of banking systems, products, and services aids in the transition to a more unified environment for the financial services industry. We focus on the MBPS (Mobile Banking & Payment System) component in this article because it is directly linked to digitalization. Because of this, they focused on important gaps, as well as possibilities as well as obstacles associated with the deployment of e-banking (Devlin, 1995). To summarise, the report recommends a whole new mobile banking system known as the Multitasking Banking and Payment System (MBPS), which uses artificial intelligence to allow several banking and payment operations to be completed with just a single click. As a result, there are a variety of consequences and constraints that make it difficult to plan for the future. This is just hypothetical study, and as a result, no testable hypotheses have been developed. Through different digital banking channels, we hope to develop and present MBPS in order to gain entry into an innovative and competitive digital market. There will be huge development and possibilities in the near future when mobile communication will exceed other digital channels and goods. MBPS is a significant step in that direction (Shaikh et al., 2017).

Demonetization's Effect on Cashless India

Investigation of various factors for lack of digital transactions in India and finding the available qualities that need to be altered is necessary in order to fill up the gap in the Indian economy. The goal is to learn more about the journey's future course and to get new perspectives. The focus is on the individuals who decide whether or not digital payment methods are accepted, thus a thorough investigation of the many factors is carried out (Gupta et al., 2012). There is a substantial influence on the Indian economy due to the increasing use of electronic wallets and other forms of online payment. Online payments have benefited greatly from demonetization, and this has a direct impact on payment volume growth rates on a daily basis. Many obstacles must be addressed while implementing digital transactions in India. In the contemporary Indian economy, it has been seen that digitization is making progress. There are many individuals in rural parts of India who are in desperate need of modern amenities in order to advance and contribute to the country's economy (Kumar & Puttanna, 2018).

Demonetization of 500 and 1000 rupee notes in India led to the coining of the term "cashless economy" in November 2016. Media accounts on the history of demonetization in India compared to other rising nations were analysed for comparison. Corruption, black money, and terrorism funding can flourish because of the fact that 80 percent of money transactions are predicated on physical movement. This is a cashless dilemma, which implies that only a little amount of cash is used and the majority of the transactions are carried out using various technological means (Adil & Hatekar, 2020).

Everyone in India hopes for a cashless society. There are advantages and hurdles to putting it into practise, and India may run into problems in any situation. After India's demonetization in November 2016, the justification for moving toward a cashless economy gained traction. To ensure that the desired outcomes are incorporated in the strategy, everyone must participate appropriately. As a result of this campaign, tax payment collection soared because there was no way to avoid it. The entire exercise was geared toward pushing online payment methods as critical to the smooth operation of India's economy. That's already begun, and it'll be easier than ever to reach Digital India's aim (Khurana, 2017).

The implementation of measures aimed at increasing India's economic growth will have a tremendous influence on society. The consequences that would raise India's market worth must be prioritised. When it comes to going from a cash economy to one that doesn't, there will be both positive and bad effects (Yucha et al., 2020).

A major shift in financial systems is needed in today's world with an emphasis on Digital India. As technology has advanced in recent years, the financial industry has been able to draw large numbers of people out from the bottom of its pyramid. Artificial Intelligence (AI), Blockchain, Internet banking, and smartphones have helped the whole financial sector move forward (Carlsson, 2004). As a result, the banking sector in India and throughout the world flourished. The term "Fintech" has been coined by industry specialists. Financial technology is the combination of two words: finance and innovation. Everyone in the financial industry saw it as a great chance to take advantage of all the positive results. In the Indian context, Digital India, e-governance, demonetization pushed for the adoption of fintech solutions to enhance the Indian economy in the framework of Digital India. Internet access and data facility became a facilitator for fintech. Despite the rapid expansion of mobile and Internet users in urban and rural regions, India has seen a vast scale of technology-based tools backed by the rapid growth of mobile and Internet users. Literacy and credit counselling can persuade the masses that financial services can have a long-term influence on people's lives, which will help lift them out of abject poverty (Liao et al., 2019).

It is also necessary to examine the present IT infrastructure for security reasons and to look at scams related to digital transactions in order to move toward a cashless economy. In order to make the transition from a conventional to a new economy, banks need a solid defence against cybercrime. A robust financial system is important for the introduction of digital transactions, and fraud control is required. Anti-fraud measures should be enforced in order to improve the Indian economy. Artificial intelligence (AI) must be integrated into the system to solve crime security issues as the country strives to become a digital India through various platforms (Attigeri et al., 2018).

Mobile and plastic money adoption

As the cost of smartphones continues to come down, more and more Indians of all economic levels are gaining access to mobile phones. Since telecom companies in rural and urban India were charging too little for data and calls, this was a no-brainer. Digital money and mobile wallets have opened up new avenues for financial inclusion in rural India thanks to mobile phones (Suebtimrat, 2020). For the "cashless economy," this article explains the telecom industry's current shift toward mobile money or digital payments in the Indian market. Also, this report helps the sector and the government better understand how digital payment systems work and what the obstacles are connected with them. The rural populace at the base of the pyramid will be able to use mobile money to execute various mobile services. It must be a part of the country's growth through using mobile payments for financial inclusion (Mukhopadhyay, 2016).

Global business attractiveness and socio-economic growth are being bolstered by the rise of e-commerce. Not just in India, but also in adjacent nations, the technology has advanced. We found that young people and those in the 25-35 age range are quite happy with the convenience and security of digital currency. According to the report, there has been an increase in the use of e-commerce among small and medium-sized businesses (SMEs) (Humbani & Wiese, 2017). MSME, which has an interest in the Internet of Things, manages a considerable portion of the company's stock. In spite of this, older generations are wary of using the internet because of the dangers of cybercrime they see. For the development of online system channels in every area, these insights are useful (Jehangir et al., 2011).

CONCLUSION

The purpose of this research is to find out how India's MSMEs would be affected by a cashless monetary policy. With the demonetization of high-denomination currency, the government's cashless economy project begins. The concept of a "cashless economy" refers to a financial system in which the usage of physical cash is minimised through the use of electronic payment methods. For a short period of time, all economic activity is slowed down and transactions are required to be made in digital form. The MSMEs like to do all of their transactions in the traditional manner, and the unexpected move toward demonetisation had a significant impact on the MSMEs. For this group to thrive in a cashless economy, strict rules must be implemented. Small and medium-sized enterprises (MSMEs) play a mediating function in economic growth, and ignoring them would have severe consequences. Digital infrastructure is being adopted by dealers and customers, which will lead to a digital economic culture. The study's goal is to find out what impact a cashless economy would have on India's micro, small, and medium-sized businesses. A cashless world presents a number of obstacles and opportunities for small businesses, and this report explores those issues. Secondary data is employed in the analysis, which is then put through a basic statistical process.

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THE PARTICULARITIES OF ENGLISH TEACHING AT PRESCHOOL EDUCATION ESTABLISHMENT

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ABSTRACT

This article discusses the place and value of innovative technologies in education, an essence of the organization of non-standard lessons based on the modern approach to an education system. In addition, the influences of didactic games in the case studies efficiency of training material by children adaptation is provided.

KEYWORDS: *Children, Didactic Games, Non-Tradition, Subject Games, Interactive Games, Logic Thinking, Development, Activity.*

INTRODUCTION

Nowadays,when the system of teaching and learning foreign languages is improving in Uzbekistan, the development and implementation of technologies for effective organization of teaching foreign languages based on modern technologies and with the participation of interactive methods in the educational process are one of the urgent issues.

Since games are an integral part of a child's life, their purposeful use will not fail to be effective. D.B.Elkonin describes games as "arithmetic of social relations" and managed to reveal their pedagogical essence in detail, that didactic games acquire social significance by their nature.

Because games serve to clearly embody social situations in society and the life of adults in the eyes of a childby their essence. Games are a specific form of activity, and as a form of development of children's mental states and cognitive skills, they appear at a certain stage of their lives. It has a special pedagogical value as the main, unique form of inviting children to communicate. Because in the process of the game, the problems related to interpersonal relations are solved, the experience of mutual relations characteristic of people is mastered.

D.B. Elkonin, based on the interdependence of the content of the rules of the action game, divides them into four groups:

1. Imitation of action: imitative procedural games;

2. Dramatized games with a specific plot;

3. Simple games with a plot;

4. Sports games consisting of exercises aimed at a specific goal[1].

A factor that motivates a child to play is his perception of the existence and interpersonal relations of adults and his desire to test them in his personal activities. It is a passion to communicate directly with peers playing as a team. At the same time, the use of English expressions during the game, using it during communication, gives children pleasure.

METHODS&RESULTS

For Uzbek-speaking children, English can be learned through play without difficulty. As mentioned above, during the game, new words and phrases in English are learned faster and easier, that is, in the child's imagination, the characteristic of when and in what situation to use these phrases is formed. Didactic games, consisting of various tasks, not only gradually develop children's English speaking skills, but also form the ability to freely exchange ideas with their English-speaking friends in the future.

Kindergarten children should not be limited to only one or two games, otherwise they will get bored, so it is necessary to change the type of game often. At the same time, it is important to conduct special exercises in English that children enjoy. For example, one of the exercises for tired eyes is called*"Finding a butterfly with the eyes"*, which is not only useful for children's eye muscle activity, but also helps them learn English in a cheerful mood.

We raise the eyes, lower them, look left and right!

Look at the ceiling,

Look at the floor,

Look at the window,

Look at the door.

Next game is called: *"We are together!"*

Aim: to activate the communication skills of kindergarten children. Who are you? – I am father/mother/sister/brother.

Handout: picture cards with names and family members (decorated with various flowers).

Cards are distributed to each child. Under the sounds of music, children show cards to each other for a certain period of time. Then when the music ends, the children have to find pictures of their family members.

It is not possible to show cards a second time, onlyshould be asked*Who are you?* and the answer will be as follows: *I am father Azizov/I am son Saidov*, etc. The group members who correctly find all the family members will win.

Game *"Hunter and Shepherd":*

Aim: to teach the names of wild and domestic animals in English

Handout: cards with pictures of different animals.

Two children are selected from the group and appointed as hunters and shepherds. Cards with animals are distributed to the rest of the participants. Under the guidance of the teacher, the children bring the image of the hunter to the hunter, the image of the wild animal to the shepherd, and the image of the domestic animal. The winner is the group member who can quickly identify the animals in English and pronounce them correctly.

"Interview" game:

Aim: to form the ability to give information about oneself and enter into a free conversation;

Used device: microphone.

First of all, the role of the reporter is played by the educator, that is, the pedagogue, and then the children. The presenter asks the following questions: What is your name? How old are you? Where are you from? and so on.

"Tasting" game:

Aim: to increase children's vocabulary

It is recommended to use real fruits and vegetables in this game, because children can try to eat them during the game. Children sit in a circle.The teacher cuts all the fruits and vegetables into four corners and puts them in a special container. Then the children are asked to take turns, and the one who gets the most out of them tries to say the name of the fruit and vegetable in English. If the children can pronounce the word correctly, the word is repeated together and reinforced. For example: children who correctly guess the word "banana or apple" will be given a whole banana or apple. The game continues like this.

This game is useful for children not only because of its fun or rich in vitamins, but it also develops their English speech and is of great help in increasing their vocabulary.

Through the game, children quickly remember the names of objects in English. Through such games, kindergarten children can remember words without difficulty or boring repetition and memorization, and at the same time, they expand their thinking and strengthen their independent decision-making skills in problem situations.

It is worth noting that each game has its own rules, which encourages the child to sharpen his brain and overcome the difficulties with patience and a smile. It is important that the pedagogue, who leads the children during the game, does not spare the children a warm smile, supports them, and encourages them with small gifts. For example, paper stars, emoticons, hearts, colored flags and similar small incentives will raise the mood of children, encourage them to participate more actively in the game, and give freedom among peers to insecure and shy children.

Innovations in games are reflected in its rules. With the help of these rules, children perceive the reality of the plot of the game. In most games, reality is represented in the form of specific comments or items. According to A.M. Leontev, children perceive the wider reality only with the help of games. Children feel free to play [3].

For students, games are the sphere of their creativity, the process of social and creative self-expression. In addition, games are a means of information transfer. During the game, children manage to learn a lot of information about reality. In addition, games are a means for children to cooperate with their peers and strengthen friendship. Because the events in the society, the environment of solidarity and cooperation, the special aspects of human life, the social experience of the people, the culture of the past, present and future, the repetition of social experiences, and the environment of mutual understanding are manifested in the games.

DISCUSSION

As we can see from Figure 1, it should be noticed that 3-4 years old children at experiment group passed experiments. Because they studied 2% more information than 5-6 years old children from experiment group. Thus opinion of I.L Sholpo and Z.Ya Futerman about unacceptance of language teaching to 3-4 years old children denied by our investigation. Investigation results showed that teaching 3-4 years old children to foreign language is acceptable and positive. According to results above gaining results compare before and after experimental work with tutors shown at the table: there are given accepted results of №2 group (3-4 years old) and №4 group (5-6 years old) monitored groups before experiments №3 (3-4years old) and №5(5-6years old) experiment groups before experiments. №2,№4,№3,№5 groups results after experiments. Gaining degree after experiments shows rise. (Figure 1: Diagnostic of results.)

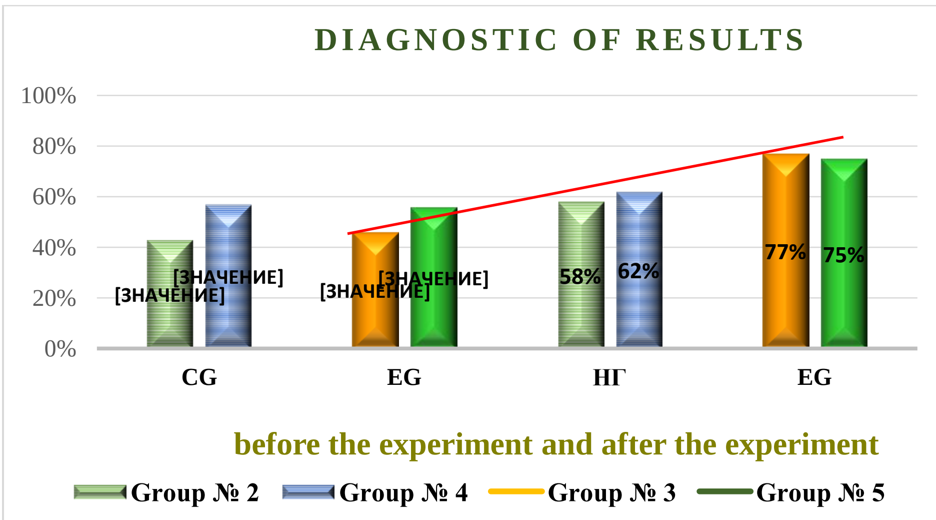

Figure 1: Diagnostic of results

CONCLUSIONS AND RECOMMENDATIONS

Therefore, the role of English language in the all-round development of the young generation in our country is incomparable. In addition, taking into account the age and psychological characteristics of children in the teaching of English, preparing modern didactic developments based on pedagogical technologies that help to fully satisfy their interest in learning English, and using various interactive game methods to implement them. the teaching problem finds a practical solution.

In addition,

- in the process of raising the qualifications and retraining of preschool teachers, pedagogues should pay special attention to the improvement of the system and technology of practical exercises that expand the social imagination of kindergarten students in learning English on the basis of special programs;

- it is appropriate to create scientific-methodical manuals for teaching children English through games by scientists in pre-school educational institutions;

- based on the age characteristics of the children of preschool educational institutions, it is necessary to create more scenarios of role-playing games prepared for them and introduce them regularly;

- it is desirable to organize a room of didactic materials and tools necessary for working on modern innovative technologies.

It should be taken into consideration that didactical games and Information technology can be an effective instructional tool to motivate children to learn English, explore ideas, concepts, and questions in all areas of the program.

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CAUSES OF ACUTE HEMATOGENOUS EPIPHYSEAL OSTEOMYELITIS IN INFANTS (LITERATURE REVIEW)

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ABSTRACT

The review article analyzes the literature reflecting the current views of acute hematogenous epiphyseal osteomyelitis in children, as well as the methods of diagnosis and treatment of the disease proposed by various authors. The modern problem of acute hematogenous osteomyelitis in young children is due to the severity the course of this purulent-septic pathology, with the continuing difficulty of early diagnosis, unsatisfactory results of treatment. The study of the literature showed that the issues of the pathogenesis of the disease have been studied quite well, however, the methods of examination and surgical treatment proposed by the authors are still controversial. Based on the analysis of literature data and the results of our own research, the main etiological factors and risk factors that determine and predetermine the complex of local destructive and systemic metabolic disorders in OA in young children are presented.

KEYWORDS: *Acute Hematogenous Epiphyseal Osteomyelitis, Purulent-Sepsis, Children.*

INTRODUCTION

Acute hematogenous epiphyseal osteomyelitis ranges from 3.4 to 47% among severe purulent-septic infections. The disease that arose in early childhood due to the subsequent development of orthopedic complications (31-71%) is accompanied by frequent disability. The modern problem of acute hematogenous osteomyelitis in children is due to the high incidence of the child population and the severity of this purulent-septic pathology in childhood, with the continuing difficulty of early diagnosis, unsatisfactory treatment results with frequent chronicity of the purulent process.

Despite the progress made in the treatment of Acute hematogenous epiphyseal osteomyelitis in children, mortality in severe forms of the disease ranges from 0.2 to 3.7%, and the transition of the disease to the chronic stage is from 5.2% to 13.0%. After undergoing epiphyseal osteomyelitis, orthopedic complications occur in 23–58.3% of patients [3; 4]. This disease is closely related to social and economic factors; therefore, over the past decade, the pathomorphosis of the disease has been clearly traced [1; 4; 5]. At the present stage, the organization of medical care for patients with this serious disease remains imperfect. In 77.0–86.2% of cases, late hospitalization of patients is noted. The level of timely diagnosis before hospitalization remains low, and there is a misunderstanding of the urgency of providing urgent care for this pathology. Diagnostic errors during the initial examination of the patient are observed in 25.1–58.3% of cases.

Objective: to systematize foreign and domestic literature on acute epiphyseal hematogenous osteomyelitis

The incidence of hematogenous osteomyelitis in the age aspect according to different authors the femur and tibia are affected (80%) [3;7;8]. Localization of acute hematogenous osteomyelitis in metaepiphyses occurs more often at an early age [11]. In 30.5% of newborns with acute hematogenous osteomyelitis, there is a lesion of the epiphyses [10]. With the development of bacterial sepsis in the clinical course of acute hematogenous osteomyelitis in a patient, the danger to his life is determined by the severe course of the disease and the low effectiveness of traditional treatment of children, with a dangerous outcome in multiple organ failure and mortality [14]. H. has contributed quite a lot to the doctrine of sepsis .Schottmuller, who created a theory about the significance of the primary purulent focus, from which microbes penetrate into the blood through the vascular system. He believed that the course of the septic process depends both on the number of microbes entering the bloodstream and on the volume of tissues and organs covered by the inflammatory process.

Currently, one of the urgent problems in emergency neonatal surgery is the early diagnosis and adequate treatment of infectious complications. In this regard, difficulties are associated with the fact that the recommended modern definitions of septic conditions differ from the terminology used by most neonatologists [11;18]. In addition, there are differences in pathophysiology, clinical interpretation of infection and susceptibility of newborns to the same bacterial pathogen depending on gestational age. Intrauterine infection is of great importance in the development of many pathological conditions of the gestational period, diseases of childhood and later stages of human life and is an urgent problem of perinatology [15; 17;19.].

According to some authors, the most successful definition of sepsis is: sepsis is a generalized, polyethological infectious disease with an acyclic course, with the presence of a primary purulent-inflammatory focus, the occurrence and course of which is determined by the characteristics of the macroorganism and the properties of the pathogen. Endogenous foci of infection and the general somatic condition of the patient play an important role in the development of the disease, forming a decrease in the immunological resistance of the body, which in turn leads to the ineffectiveness of surgical and antibacterial treatment and the occurrence of a relapse of the bone-purulent process [7; 13]. The study of the etiopathogenesis of sepsis and the peculiarities of its clinical course in children of different age groups remains relevant from the standpoint of the immune status [17]. The systemic response to infections is the result of an imbalance in the interaction of pro- and anti-inflammatory reactions of the body, initiated by endo- and exotoxins of bacteria, and mediators formed in the area of tissue damage.

The relationship between the virulence of pathogenic staphylococci and the severity of the course of staphylococcal infection was studied. N.V.Beloborodova noted that highly virulent strains always gave a severe course of the disease. An important etiological factor of acute hematogenous osteomyelitis in children in 40-50% of cases may be viral infections, against which the disease develops. Viruses suppress the body's defenses and contribute to the virulence of microorganisms. The causative agents of acute hematogenic osteomyelitis in children can be various microorganisms: aerobes (Staphylococcus aureus, hemolytic streptococcus, etc.), anaerobes, viruses. Analysis of the literature data indicates that the main causative agent of this disease is Staphylococcus aureus [6]. Gram-negative flora (Pseudomonas aeruginosa, proteus, salmonella, etc.) plays an important role in the etiology of disseminated forms of acute hematogenous osteomyelitis, accompanied by the development of a systemic reaction of the body, the detection frequency of which is 25.9%. According to various authors, newborns in 100% of cases are affected by Staphylococcus aureus by the end of the first week of life, and in the intestines of children it persists for up to one year. Pyoderma, vesicopustulosis, pemphigus, pseudotuberculosis, mastitis, paraproctitis, lymphadenitis, pneumonia and other diseases of staphylococcal etiology can contribute to the development of acute hematogenic osteomyelitis [2; 9].

Thus, most often (from 64.2 to 89.2%) the causative agent of infection is pathogenic staphylococcus. N.S. Strelkov believes that under the influence of various conditions, including the powerful effects of antibiotics, there is a change in the species composition of pathogens of acute hematogenic osteomyelitis, but, as before, Staphylococcus aureus is in the lead - from 88% to 95% of observations. Among the etiological factors, the role of streptococci increased to 5%. However, according to the results of research by A.M.Shamsiev et al., 123 newborns with acute hematogenous metaepiphyseal osteomyelitis, 64.4% were seeded with gram-negative flora. To date, many authors adhere to a single classification of gram-negative non-spore-forming microorganisms that cause septic shock, among which bacteria (cocci) are isolated. Underestimation of the role of anaerobes led to errors in the diagnosis of septic osteomyelitis and gave rise to a large group of unregistered infections with a severe clinical course [12]. Recent studies have shown that the most significant category for the development of septic osteomyelitis in children is mixed anaerobic or anaerobic – aerobic infections that occur with the participation of non-spore-forming bacteria.

Currently, medical practice has a huge arsenal of therapeutic agents and techniques that allow to influence almost all links in the pathogenesis of the purulent-septic process. Continuous improvement of surgical methods of influencing the purulent focus, the emergence of new generation antibacterial drugs and a variety of immunotropic agents, the use of new methods of combating toxicosis, in particular extracorporeal detoxification, have significantly improved the results of treatment of hematogenous osteomyelitis. A wide variety of therapeutic techniques makes it possible to solve one practical problem in different ways. But at the same time there are certain difficulties associated with the need to select the most optimal therapeutic measures for a specific infectious process. Therefore, the results of treatment of children with severe forms of hematogenous osteomyelitis depend not only on the development and introduction of new therapeutic techniques, but also on a clear pathogenetic justification for the use of certain treatment methods [9; 16].

Intrauterine infection is one of the causes of perinatal development of acute hematogenous osteomyelitis in children under three months of age, generalization of the inflammatory process and fatal outcomes [7]. The infectious process, which began in utero, causes a different response from the postnatal period of the body's immune system, characterized by a peculiar clinical picture of the disease and low sensitivity to standard treatment methods [2]. Inflammatory diseases of the osteoarticular system belong to one of the severe pathologies of the newborn period. Embolic theory does not fully explain the sudden onset of primary acute hematogenous osteomyelitis, which developed without any previous inflammatory disease, against the background of complete health. The neuro-reflex theory was widely recognized in the middle of the XX century, according to which pathological irradiation from the focus of the inflammatory process is associated with a sharp irritation of the interoreceptor apparatus of the bone and its reflex effect on the state of the central nervous system and the cardiovascular system. At the same time, the active beginning of pathological osteoreception is a sharp increase in intraosseous pressure caused by various reasons. This theory is important in explaining the appearance of a pathological process in the bone, in understanding the development of a number of pathological reactions on the part of vital organs. Neurogenic disorders are based on the formation of pathologically enhanced excitation generators.

The effects that cause the formation of pathologically enhanced excitation generators include physical and chemical factors, scar deformations, as well as a cascade of phospholipid hydrolysis enzymes, excessive formation of arachidonic acid and its metabolites. These processes are activated in conditions of thrombosis, bone ischemia in the dynamics of the development of acute hematogenous osteomyelitis. In addition, endogenous biologically active substances contribute to the emergence of pathologically enhanced excitation generators: prooxidants, hydroperoxides, phospholipase hydrolysis products, enhanced lipid peroxidation, nitric oxide [8;13]. Osteomyelitis, which developed in the fetal period, is a little-known disease and belongs to rare observations [18]. In recent years, there has been an increase in the number of patients in the surgical hospital due to premature, underweight patients who, due to anatomical, physiological, immunological, microbiological features, are more susceptible to purulent-septic diseases [1; 2].

In an experiment on a model of gram–negative sepsis, it was proved that at the initial stages of septic shock, the phagocytosis system, 21 immunoglobulins and B–lymphocytes play the greatest role; at a later date, all complexes of T-lymphocytes and factors of a specific immune response (complementary and proportional system, cytotoxic activity of blood, etc.) are included. According to N.T. Dolidze et al.; N.I. Melnikova et al.; Duke, D.; Cardinal, E. et. al. Studies of sepsis have led to some success in understanding the pathogenesis of the disease, especially caused by gram-negative flora. The central link of pathogenesis is a part of the shell of gram–negative bacteria, which is called endotoxin or lip polysaccharide - both of these names are used synonymously. The level of endotoxin can be determined in the blood serum qualitatively and quantitatively using a highly specific test. Clinical studies indicate an important prognostic role of the determination of endotoxin in the blood serum of patients before the start of antibacterial therapy. These studies revealed a direct correlation between the level of endotoxin, the severity of multiple organ failure and an unfavorable outcome in patients with generalized infections.

However, the use of this method for determining the severity and prognosis of gram-negative sepsis in normal clinical practice is not possible due to the high cost and technological complexity [5]. According to the data, the number of affected organs and systems is essential for the clinical picture of septic shock development, which allows us to characterize the prognosis quite definitely: for example, in case of insufficiency of one organ or system (I–degree shock), lethality is 30-40%, two (II–degree shock) – 50-60%, three and more (III–degree shock) - 80 – 90%.The degree of organ function reduction in septic shock determines the strategic approach to the correction of disorders – the choice of methods of correction of nervous, coagulationolytic, metabolic and other internal reserves or temporary replacement of the function of the lost organ by artificial methods [6].Among the causes directly leading to the development of postoperative osteomyelitis, the authors distinguish: organizational, tactical, technical, sanitary-epidemiological and somatic causes [9]. One of the characteristic features of chronic osteomyelitis is a prolonged, lasting for years course of the disease. A long purulent process, such as chronic osteomyelitis, disrupts the metabolism, the function of the liver, kidneys and reticuloendothelial system. One of the most common and severe consequences of chronic purulent infection is a myloidos is of internal organs [3;8].

According to the modern concept of the development of purulent surgical infection of childhood, the occurrence and progression of acute hematogenous osteomyelitis in younger children is determined not only by the factors of aggressiveness of the pathogenic agent, but also by the state of the mechanisms of specific and nonspecific resistance. An objective judgment about the state of the protective forces of the child's body is based on a clinical and laboratory analysis, including a comparison of the clinical symptoms of the disease with the results of various studies. As noted by A.A. Baskov et al., T.A. Vasina et al., N.V. Beloborodova, Macionis, V. et.al ., Liu, H. et.al suppuration of soft tissues in children is characterized by a slight decrease in factors of nonspecific reactivity and cellular immunity, while humoral immunity remains intact and is even somewhat stimulated, as evidenced by an increase in immunoglobulin levels due to antigenic irritation by microorganisms.

CONCLUSIONS:

Thus, the analysis of literature data and the results of our own research indicate that the main etiological factors and risk factors that cause and predetermine the complex of local destructive and systemic metabolic disorders in acute hematogenous osteomyelitis in young children are:

1. Cytotoxic effect of infectious pathogens on the child's body, pathogenicity factors and toxins produced by them in the inoculation zone.

2. The absence or insufficiency of normal microflora in the child at the time of infection, ensuring the suppression of a pathogenic competitive strain of the pathogen.

3. Unfavorable premorbid background (presence of foci of purulent infection in the mother, complicated course of pregnancy and childbirth, accompanied by blood loss, trauma, infection of the fetus).

4. Insufficiency of specific immunological defense mechanisms in the form of congenital or acquired immunodeficiency in T-, B-lymphocyte systems, or a combined form of immunopathology.

6. Insufficiency of nonspecific resistance factors.

7. Insufficiency of mechanisms for the formation of typical pathological processes, in particular inflammation, providing encapsulation and inactivation of infectious pathogenic factors in foci of infection.

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EARLY DIAGNOSIS OF POSTOPERATIVE INTRAPERITONEAL PURULENT COMPLICATIONS IN PERITONITIS IN CHILDREN

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ABSTRACT

Early diagnosis of postoperative complications leads to timely surgical interventions, on which the outcome of the disease depends. This also applies to postoperative intra-abdominal complications, especially in childhood, when the progression of peritonitis is fleeting, and many defense mechanisms are immature and depressed. Timely evacuation of pus from the abdominal cavity leads to a decrease in endotoxicosis, the main component in the pathogenesis of the toxic-septic process, and to a significant improvement in the results of treatment of the disease.

KEYWORDS: *Postoperative Complications, Diagnosis, Peritonitis, Children*

INTRODUCTION

Endogenous intoxication accompanies most acute surgical diseases of the abdominal organs in children, including common forms of appendicular peritonitis [1,2].

The study of the severity of endotoxemia in children with common forms of appendicular peritonitis is of no small importance, since it allows predicting the direction of the pathological process and conducting adequate detoxification therapy[3, 4].

Objective: to study early diagnostic methods of postoperative intraperitoneal purulent complications in peritonitis in children.

Materials and methods: To compare the information content of various methods, along with studying the dynamics of the leukocyte formula, we used the determination of the toxicity of patients' blood serum in the culture of paramecia and the leukocyte intoxication index (LII). All studies were performed on the 1st, 3rd and 5th day after surgery.

LIIis calculated according to the method proposed by Y.Y.Kalf-Kalif [5]:

$$LII = \frac{(S+2R+3Y+4My) \times (Pl+1)}{(M+Ly) \times (E+1)}$$,where

LII-leukocyte intoxication index; S-segmented neutrophils;R-rod-shaped; Y-young; My-myelocytes; Pl-plasma cells; M-monocytes; Ly-lymphocytes; E-eosinophils.

All indicators are entered as a percentage, with the exception of plasma cells and eosinophils, which are taken in absolute quantities.

The absolute number of eosinophils is calculated by the formula:

$$E_{abs.\ num.} = \frac{L \times E\%}{100\%}$$, where

L-leukocyte; E-eosinophils.

Normally, the LII in children was1.1±0.04 (n=45).

To detect toxemia in children in the postoperative period, we used the method [6]. A biological object was used to register toxemia in children. The principle of the method is to determine the period of death of paramecium (Paramecium caudatum) belonging to eukaryotes placed in the test serum. The more toxic the environment, the sooner the paramecia die. The time of death of paramecia was noted during the period of their mass death, that is, the death of 50% of those taken in the experiment was taken into account. As a control of the sensitivity of the infusoria to toxic substances, we used a 2% solution of calcium chloride. Such control is necessary due to fluctuations in the sensitivity of paramecia to toxic substances.A drop of culture medium with infusoria is placed on slides with 6 wells and their number is calculated under a binocular microscope (magnification by 16 times). The optimal number of infusoria in the well is 24-26 individuals. Then the test serum is instilled into the wells with paramecia, thoroughly mixed with an eye pipette and the time of death of 50% of individuals is determined. 6 samples are carried out with one serum. Serum toxicity was calculated by the formula:

$$T = \frac{t_1 - t_2}{t_1} \times 100$$, where

T – toxicity of the test serum, ED;

t_1 – the time of death of 50% of infusoria in a control 2% solution of calcium chloride, sec.;

t_2 – time of death of 50% of serum infusoria, sec.

The time to perform one analysis is 6-10 minutes; the volume of serum used is up to 0.3 ml. The standard indicator of PTC was 28.0±0.5.

Results and their discussions

The leukocyte formula in the observed patients was characterized by a neutrophil-eosinopenic tone, manifested by pronounced leukocytosis, neutrophilosis with a shift to the left, lymphocytopenia and monocytopenia, hypo- or aneosinophilia. 82% of children with an unfavorable course of the postoperative period had leukocytosis (12-25x109 / l) with a shift of the leukoformula to the left and a neutrophil ratio: leukocytes from 5 to 12, acceleration of ESR (30-50 mm / h), in half of patients - toxigenic neutrophil granularity (30% or more). However, in every fifth patient, the blood reaction to inflammation was absent or even decreased, which is probably due to the inhibition of hematopoiesis under the influence of intoxication.

The dynamics of the indicators of LII and paramecium test indicates that all patients with common forms of peritonitis have sharply increased serum toxicity. The initial indicator of blood toxicity (PTC) in patients with peritonitis was 55.39±1.88 units. In the postoperative period, with a favorable course of the underlying disease without the development of intra-abdominal purulent complications, PTC gradually decreased and approached the norm. In cases where peritonitis in the postoperative period was complicated by an intra-abdominal abscess or ongoing peritonitis, PTC was at the initial level and had no tendency to decrease, being an unfavorable sign.And only after intensive therapeutic measures, elimination of intra-abdominal abscess or relaparotomy, gradually decreased and approached the norm. Thus, with an unfavorable course of peritonitis on 1-2 days after surgery, the PTC was 43.45±1.95 units, on 3-4 days it again tended to increase to 46.21±1.94 units, on 5-6 days it continued to increase to 51.4±1.91 units.

The same pattern was noted when analyzing the leukocyte intoxication index. In the study of LII in patients with peritonitis before surgery, an increase in the indicator (4.58±0.33) was noted with high reliability ($p<0.001$) compared to the norm (1.1±0.04). LII in the postoperative period with a favorable course of peritonitis without intraperitoneal purulent complications decreased to 3.21± 0.31 on 1-2 days, and to 3-4 days – to 2.22 ± 0.17, on 5-6 days – up to 1.88 ± 0.11, and before discharge it was almost approaching normal values – 1.34 ± 0.09. If in the postoperative period the underlying disease was complicated by an intra–abdominal purulent process, the LII was at the initial level - 4.93 ± 0.61, had no tendency to decrease.

The data show that in acute peritonitis, PTC is significantly higher than normal ($p< 0.001$), then, with a favorable course, it normalizes. With the development of a postoperative complication, PTC steadily tends to increase.

From the data presented, reflecting the degree of EI, it can be concluded that, despite the simplicity of determining these indicators, their value is very high for controlling the course of the postoperative period. It should be noted that PTC is the most highly sensitive and reliable method in the diagnosis of postoperative intraperitoneal purulent complications, which makes it possible to suspect ABP as early as 3-4 days after the initial operation.

The results of the studies show that the dynamics of the indicators of the leukoformula, LII and the paramecium test of serum toxicity can be used as objective criteria for the intensity of toxemia and the course of the inflammatory process in the abdominal cavity, and the latter is the most informative.

CONCLUSIONS

Consequently, the examination complex used, along with clinical and instrumental data, allows monitoring the dynamics of endotoxicosis and, based on it, predicting the course of the postoperative period with respect to intra-abdominal purulent complications.

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THE EFFECT OF BIOLOGICAL ACTIVE ADDITIVES ON THE GROWTH INDICATORS OF KARABAYIR KIND FOALS

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ABSTRACT

The article provides information on the use of biologically active substances in the intensive breeding of foals, and the results of studying the effect of nutritional supplements on their daily, absolute and relative growth indicators.

KEYWORDS: *Horse-Breeding, Foals, Diet, Biologically Active Supplements, Live Weight, Absolute Growth, Relative Growth, Daily Growth.*

INTRODUCTION

Horse breeding is one of the most important branches of animal husbandry. Karabayir horses bred in our republic are well-adapted to local conditions, have a certain importance in the national economy of the republic, are sufficiently suitable for work, take part in sports and produce meat.

As of January 1, 2022, the number of horses in all categories of farms in our republic was 260,749. Including 58,530 in farms, 190,683 in peasant (personal assistant) farms, and 11,536 in agricultural organizations. Along with it, the number of horses bred in our country's horse-breeding farms (as of January 2022) is 9,894. Stallions are 4291, mares 3703 and foals 1900. (Information of the State Statistics Committee of the Republic of Uzbekistan https://stat.uz)

It is important to take into account the laws of their growth and development when feeding foals. The rate of growth and development varies from breed to breed. According to A.P. Kalashnikov and others (1985), foals of the saddle and riding horses can be considered full of nutrients when they gain 40-45% weights of the live adult horses at the age of 6 months, 56-60% at the age of 12 months, 70-75% at the age of 1.5 years, 75-85% of their weight at the age of 2 and 90-92% of their weight at the age of 2.5 years. Mineral substances, especially calcium and phosphorus, are sufficient for the formation of the bone-muscle apparatus of horses, and they should be in the ratio of 1:1 or 1:0.75.

Foals weigh an average of 42.9 kg weights at birth (in 3 days), and the growth of foals accelerates up to 1 month of age. During this period, the average daily growth is equal to 1184 grams, the weight increases 1.83 times, and from 3 months to 7 months it increases 1.47 times, and the average daily growth is 489 grams (Kikebaev N.A., 1984).

The average daily growth of horses in the conditions of different regions recorded the maximum values in the period up to 6 months. This indicator was 545 g in the central mountain zone and

588 g in the southern desert zone (R<0.001). In the growth period from 12 to 24 months, it was 630 g and 662 g in the groups, respectively (R<0.001) (Mongush S.D., 2013).

It is important to study the need of Karabayir horses for mineral supplements and vitamins to cover them with natural biologically active supplements and to determine their norms, which has a positive effect on their growth and development.

RESEARCH METHODS

It was carried out at the "Karabayir" military horse-breeding farm in Sharaf Rashidov district of the Jizzakh region.

Feeding horses was carried out on the basis of feeding rations (A.P. Kalashnikov et al., 1985) based on feeding standards.

The live weight indicators of the experimental foals were determined monthly from 6 to 12 months, from 18 months to 24 months by weighing on a scale.

Based on the obtained results, the absolute growth rate was studied using the formula of V.K. Federov:

$$X = \frac{W2 - W1}{t}$$

The relative increase in the live weight of cows was determined by the formula of S.T. Brody:

$$K = \frac{W2 \ - W1}{0,5\ (W_1 x W_2)} \cdot 100\%$$

Different methods and different nutritional supplements are used to accelerate the growth and development of foals. To accelerate the growth and development of foals, in addition to their diet, biologically active supplements prepared from the secondary products of the grape industry were introduced. The amount of these supplements at different growth periods was different, taking into account the difference in live weight. Table №1 below shows the ration made for foals.

TABLE 1. FOAL FEEDING RATION, PER HEAD PER DAY

Indicators	***Age, month***	
	6-12	**18-24**
	Living weight, kg	
	200	**350**
Alfalfa hay, kg	**6,5**	**8,0**
Oats(groats), kg	**2,0**	**3,0**
Wheat bran, kg	**0,5**	**0,5**
Salt,g	**18,0**	**24,0**
Biological active supplement, g	**200** **300***	**300** **400***
The diet includes		
Dry matter, kg	**6,75**	**9,16**
Food unit, g	**5,8**	**6,95**

Exchangeable energy, MJ	**60,95**	**83,4**
Crude protein, g	**976**	**1030**
Digestible protein, g	**629**	**727**
Raw cellulose, kg	**1,5**	**2,04**
Calcium, g	**48,0**	**52,0**
Phosphorus, g	**40,7**	**40,0**

It can be seen from the table that the 6-12-month-old foals in the control group were given food containing 6.5 kg of alfalfa hay, 2.0 kg of oats, and 0.5 kg of wheat bran. During this period, 200 g of biologically active supplements were added to the diet of foals in experimental group I. 300 g of biologically active additives were added to experimental group II. Dry matter in the ration of foals was 6.75 kg. The ration contained 5.8 units of nutrients, 60.95 MJ of metabolizable energy, 976 g of crude protein, 629 g of digestible protein, 1.5 kg of crude fibre, 48.0 g of calcium and 40.7 g of phosphorus.

At the age of 18-24 months, there were also changes in the composition of the ration. During this period, 8.0 kg of alfalfa hay, 3.0 kg of oats, and 0.5 kg of wheat bran were included in the foals' diet. To accelerate the growth and development of foals, 300 g of biologically active additives were added to the diet of foals in experimental group I, and 400 g to foals of experimental group II. By this time, the dry matter in the ration was 9.16 kg, and the feed unit was 6.95 kg. At the same time, the diet of 18-24-month-old foals contained 83.4 MJ of exchangeable energy, 1030 g of crude protein, 727 g of digestible protein, 52.0 g of calcium and 40.0 g of phosphorus, per 2.04 kg of crude fibre.

Absolute and relative growth rates of horses are an important indicator in studying their growth rate at different age periods. These indicators make it possible to determine whether foals are growing in a normal physiological state at certain age periods. If the live weight gain slows down at some young age, the causes of this situation are determined and the necessary zootechnical and veterinary measures are taken (treatment in case of illness, giving a strong feed, transfer to good pastures, etc.).

RESULTS

As a result, it will be possible to ensure the growth and development of foals in a normal physiological state. Based on the considerations above, the growth indicators of foals at different age periods were determined during the research, and the absolute, daily and relative growth indicators of foals aged 6-12 months were analyzed, and the obtained results are presented in Table №2 below.

TABLE 2. ABSOLUTE, DAILY AND RELATIVE GROWTH RATES OF FOALS AT 6-12 MONTHS

№	***Indicators***	**Groups**		
		Control	**I experiment**	**II experiment**
1	**Absolute growth, kg**	**7,5**	**10,0**	**12,0**
2	**Daily growth, g**	**240**	**330**	**390**
3	**Relative growth, %**	**25,0**	**33,0**	**39,0**

As can be seen from the table above, there are inter-group differences in all indicators. At the same time, there were mutual differences in the experimental groups whose diets were supplemented with different amounts of biologically active supplements. According to the absolute growth index, experimental group II achieved higher results and was 4.5 and 2.0 kg higher than the control and experimental group I, respectively. Daily growth indicators were expressed in grams, and the superiority of experimental group II was highlighted. The determined advantage was 150 and 60 g, respectively. The difference between the experimental groups was 60 g.

The relative growth indicators show that the foals of experimental group II had 15.0 and 13.6 per cent higher performance than their peers, respectively. At the same time, the amount of biologically active additives also affected the relative growth indicators.

Thus, biologically active supplements had a positive effect on the absolute, daily and relative growth indicators of foals aged 6-12 months and showed the acceleration of metabolic processes in the foals' bodies.

It is important to take into account the absolute, daily and relative growth indicators of live weight when evaluating the speed of growth and development of foals. Because in the period of intensive growth, compared to the beginning of the period, the growth indicators at the end of the experiment are determined by these indicators. Based on this point of view, the data obtained on the absolute, daily and relative growth indicators of foals in the period of 18-24 months are summarized in the following table №3.

TABLE 3. ABSOLUTE, DAILY AND RELATIVE GROWTH RATES OF FOALS AT 18-24 MONTHS

№	***Indicators***	**Groups**		
		Control group	**Experimental group I**	**Experimental group II**
1	**Absolute growth, kg**	**60,3**	**75,9**	**81,0**
2	**Daily growth, g**	**335,0**	**416,6**	**450,0**
3	**Relative growth, %**	**26,1**	**30,7**	**31,3**

It can be seen from the table that during this period the absolute, daily and relative growth of live weight in the control group was 60.3; 335.0 and 26.1, respectively 75.9 in experimental group I; 416.6 and 30.7, and 81.0 in experimental group II; 450.0 and 31.3. Compared to the control group, the superiority of experimental group I was 15.6 kg, 81.6 g and 4.6 per cent, and the superiority of experimental group II was 20.7 kg, 115 gr and 5.2 per cent, respectively.

CONCLUSION

The use of biologically active substances is considered effective in the rapid growth of foals, and their amount affects the growth indicators. Foals of experimental group II with 400 g of biologically active additives prevailed over foals of experimental group I, whose diet was supplemented with 300 g of biologically active additives.

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THE ROLE OF INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES TO ESP STUDENTS

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ABSTRACT

This article describes the methods of teaching a specialty in a foreign language to students who do not specialize in a foreign language, as well as methods of teaching using innovative technologies. They are usually designed for one or three sessions and are aimed at deepening and changing students 'knowledge over many years. Such web assignments may be designed for a longer period of time, possibly until the end of the semester or academic year. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results.

KEYWORDS: *Foreign Language, Game, Innovative Technology, Technological Means, Methods, Methodology*

INTRODUCTION

In today's fast-paced world, science and technology are also growing rapidly. Development in every field is moving forward. In particular, great changes are taking place in science. Delivering each subject to students using new innovative pedagogical technologies is one of the main requirements of today's education. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The use of modern technologies in the educational process is also an important factor for students to be familiar with and use information and communication technologies. One of the most effective ways is to teach and learn a foreign language using modern technology. In this process, including:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language; - It is possible to listen and watch radio broadcasts in foreign languages and TV programs; - use of tape recorders and cassettes, which are more traditional methods; - CD players are available. The use of these tools will make the process of learning a foreign language more interesting and effective for students. In the process of globalization, it is hard to imagine our lives without the internet. It is one of the most effective ways to learn and use a foreign language. You will be able to communicate with foreign speakers through the Internet. Writing exercises can be improved by writing a letter via e-mail. There is also a Web Quest site on the Internet that works with students and completes a specific educational task. This site consists of assignments, which are divided into two types, ie for short-term activities to supplement knowledge and then combine them. They are usually designed for one or three sessions and are aimed at deepening and changing students 'knowledge over many years. Such web assignments may be designed for a longer period of time, possibly until the end of the semester or academic year. The peculiarity of the study web-assignments is that part or more of the information for students to work individually or in groups is located on different websites to improve their group work, to provide new information related to the topic. helps to find. Web search technology helps students to form and develop the following skills:

• use IT solutions to perform professional tasks (including finding the necessary information, computer presentations, websites, new videos, databases. design results in the ring);

• Teamwork (planning, division of responsibilities, mutual assistance and mutual control);

• Finding several ways to solve a problem situation Oratory skills because we need to openly defend the project, answer questions, or participate in discussions. It should be noted that ESP teachers need constant support in the application of new technologies. Surprisingly, young teachers often show better results in demonstrating new technologies, so they can be great teachers for older teachers trying to introduce these new technologies in their classrooms. To do this, the department of foreign languages should conduct scientific-methodological seminars and master classes to demonstrate technical and technological achievements in the educational process. Group discussions and project work are also effective forms of working and learning with ESP students.

There are currently many monographs on ESP theory, a methodology for teaching ESP students has also been developed, and various studies are being conducted. It should be noted that in the current period of development in the world, officials in our country argue that every student graduating from higher education should be fluent in at least one foreign language. However, the majority of students graduating from higher educational institutions in our country in the field of philology (foreign language) differs from the requirements of studying in another field, almost half of them do not have language proficiency certificates. The reason is that there is a problem of developing a new curriculum, given that there is no single foreign language program aimed at teaching foreign languages to students. However, Professor S.G. The program was developed by Ter-Minasova, which is based on the rules set out in modern documents on the modernization of foreign language teaching in higher education: • Knowledge of a foreign language is an integral part of training in higher education. • The foreign language course is multi-stage and develops in the process of learning activities. When we choose the method to be used in an ESP classroom, we need to think about our students, our group, and adapt one method to our teaching materials. Demonstrating to students in the ESP group how topic content is expressed in English during the learning process can help students make the most of their knowledge of the topic, which will help them learn English faster. Currently, unfortunately, the ESP teacher is working with students in a group. There are not enough materials for this, so most ESP professionals use ESP learning materials that are specifically designed for the specific purpose and needs of their students. Technology allows individual pacing: Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans. Pupils who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all. Technology helps lower training costs and increases productivity: Another benefit of using technology to reach many pupils in shorter time is lowering training costs. Corporate and academic Institutions can reduce their costs of delivering lessons to pupils on a per-pupil basis. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results. Through the use of technology, pupils can considerably save time and increase their productivity. Both these points justify the higher costs of advanced technological tools

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AXIOLOGICAL DOMINANTS IN CHULPON'S WORK

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ABSTRACT

This article discusses the manifestation of values in the literary text based on the works of Chulpon, the fact that fiction is a powerful tool in the promotion of noble values, as well as how verbal verbalization of axiological units in the literary text.

KEYWORDS: *Values, Axiology, Dominance, Chulpon, Concept, Freedom, Liberty, Equality, Slave, Slavery, Association.*

INTRODUCTION

The great social, economic, political, scientific and scientific changes that have taken place in the world in the late twentieth and early twenty-first centuries have led to radical changes in the worldview of mankind. This, in turn, has been reflected in the field of culture and spirituality, in particular, in the attitude to the values that are an integral part of spirituality. Recent complex political developments in the world have raised concerns about the decline of values and the violation of value criteria. In such a situation, there is a growing need for true human values that serve the good, the separation of white from black.Axiology is the science of values, which has a special significance today, through which it is possible to awaken in the hearts of people such virtues as justice, truth, conscience, honesty.Literature is a powerful tool in the promotion of values, and at the heart of true art is the call to goodness. In this regard, the system of values in the world of art of Abdulhamid Chulpon, a brilliant representative of the twentieth century Uzbek literature, is noteworthy, because the values on which the poet is based are very relevant, especially today.It is known that Chulpon was a representative of the Jadid enlightenment movement, which flourished in our country in the late 19th and early 20th centuries. If we look at the work of the poet, we can see that his views have not lost their relevance, his clear vision of reality, his awareness of the global processes of that time, his active attitude to them. Academician Bakhtiyor Nazarov writes: "His (Chulpon's - SH.N.) early creative interests, his poems, his articles reflected the current problems and tasks facing the life and literature of the country. Their artistic, scientific and aesthetic values are exemplary not only for their environment, conditions, period, but also for future generations"[1]. Inspired by truly enlightening ideas, the young writer is amazed at how far ahead of his time he has been in his early works, and how his views are in tune with today's realities. The values that Chulpon cherished: freedom, equality, truth, knowledge, enlightenment, and, conversely, the hated anti-values: freedom, inequality, slavery, lies, ignorance, ignorance were the product of a new worldview. These fundamental values emerge in the poet's work on a single gender issue. Gender equality, women's rights and freedoms, which excited the whole world in the late 19th and early 20th centuries, became one of the leading themes in the author's work. In the poem "Daughter of the East", in particular, the poet raises the following painful question:

Men bir Sharq qizimen, Sharqning oʻzidek

Butun tanim, jonim – xayol uyasi,

Mening qora koʻzim kiyik koʻzidek

Belgisiz ovchining oʻqin koʻzgusi

Aytalarkim, yozda har bir joni bor

Erkin nafas olar, shodlanar, yayrar.

Aytmaylarkim, Sharqda bogʻliq xotinlar

Ul yorugʻ dunyoga na zamon kirar?[2]

While acknowledging the merits of other Jadid writers, there is every reason to say that Chulpon was the most "good" writer on Uzbek literature in the early twentieth century.

In the first examples of the poet's Uzbek short stories, such as "On Moonlit Nights", "Tulip in the Snow", and "The Baker's Girl", the problem of the tragic fate of an Eastern woman, the opposite of infidelity, is raised with great pain.

Created in the form of a modern lyrical novella, Tulip in the Snow, the attitude to inequality is vivid. The author sharply raises another acute problem of his time - the issue of unequal marriage, old views, the violation of women's rights. "Look at the girl with the white beard and her granddaughter getting out of the car, who can't stand it ... What do you say, guys, the world is such an inverted world ... It's snowing on Lola!" Said one of the characters. with pain.

The ideas of equality and freedom are developed in Chulpon's novel “Night and Day” (1936) and acquire a sharp socio-critical spirit. At the center of the novel's first leading plot line is an ordinary Uzbek girl. Through the tragic fate of the uniquely talented Masumi Zebi, a woman's place in society is internal - only between the four walls, first to her father, then to her husband, to give birth, to raise children, to do household chores the concept is shown to be dominant.At the same time, the protagonist's fate is based on the prevalence of outdated views, ignorance and ignorance among women, as a result of which they are deprived of the ability to comprehend their plight, which is the cause of depression, nausea and human tragedy. the idea lies. In the novel, it is ignorance that extinguishes Zebi's dreams, forces her to marry someone she doesn't love, persuades her, and admits her fate. But that is not the end of it, ignorance continues to do its work, and she is slandered for her conspiratorial conspiracy: she is accused of a heinous crime - the murder of her husband; the slightest force to defend himself innocently, unable to find any support around him, and eventually exiled to distant Siberia. In this way, a girl with great talent, a pure heart, and dreams of her own will gradually be tested, and her young life will be sad:Chulpon knew the rights and dignity of Uzbek women, she dreams of seeing a proud and courageous figure capable of fighting for his own happiness, and this dream of the writer is embodied in the protagonist of the play "Yorqinoy".

As an enlightened inventor, Chulpon considers knowledge to be one of his primary values. In his first exercises, he expresses the noble aspirations of the Jadids in the language of the hero: and how high and beautiful it would be if engineers came out, each of them in his own way, to do his work in an orderly manner and to look after the interests of our people "(Dr. Muhammadiyar)[3].

"The Jadids began to open new schools at a time when neither traditional nor Russian schools offered a true path of development, trying to teach others the knowledge of external civilization - civilization and world renewal," writes historian Edward Allworth, a professor at Columbia University. The Modern Uzbeks: From the Fourteenth Century to the Present: A Cultural History (Studies of Nationalities). offer a program aimed at creating national schools designed to teach in the language.

Let's listen to the words of Jadid Sharofuddin Khodjaev, the character of the novel "Night and Day": In the past, after cultivating a sense of nationality and recognizing one's own nation, one should send it to a Russian school to study the sciences of the profession ... Then it should be sent to Germany, France, England, and even America on the other side of the world".[4]

It is important to note that the idea of specialized education is very relevant today. Or let's pay attention to the words of a Jadid representative: "..Only my son does not ride a kid on a horse, he does not gamble for money from me, ... He studies, gets knowledge, becomes a man, culture is a profession " The Jadids believed that immorality, ignorance, and ignorance were at the root of the vices of Turkestan society, and therefore encouraged them to devote all their energy and resources to the pursuit of knowledge and spiritual advancement.Axiological analysis of a literary text aims to create a picture of the world of values of the author, a particular work, and is based on the separation of values and their interpretation in context. This, in turn, determines the evolution, direction, expression of values, attitudes to values and the period in which they are based, ideology, politics, and so on. evolutions allow us to judge individual and national axiological dominants in assessing the worldview. The nature of the literary text is such that the values are not expressed clearly, they are absorbed into the discourse of the whole work. In determining the values recognized by the creator, we believe that the separation of axiological dominants yields effective results.

From the point of view of axiological linguistics, the dominant is the value of the individual (in our case, the creator) in terms of moral, social, political, cultural and worldview. From the point of view of axiological linguistics, we have tried to study the occurrence of the dominant-sign (**erkin-qul)** free-slave in the Chulpon art world and its equivalent form of the axiologema of**(*erk/erkinlik-erksizlik*)** freedom / liberty-freedom in the example of his poems. Observations and analyzes, in comparison with, say, the most universal values of life and death, good and evil, love and hate, are free in Chulpon's poems, and its core is (*erk-qul*)free-slave and is formed from this core The quotations used in the axiological pair of freedom and slavery(*erkinlik-qullik*) are numerous.

Although the free lexeme is often used in a nuclear sense, it is expressed in a variety of forms, with each axiological unit forming its own associative field. We rely on the following nuclear and connotative meanings of the lexeme given in dictionaries.1 Any obstacle, obstacle, obstacle, etc. free, free will. 2 Easy, effortless, comfortable. 3 Clear, comfortable. 4 Stretching, without tension; bemalol. 5 Political, economic, legal, free, free.6. Breathe freely. (OTIL, V, 48).

We have conditionally defined the context of this concept in the form of positive + and negative - and we have seen that the form is more common in terms of its use in the context. According to the definitions of the concept, the following meanings can be distinguished in the artistic structure of Chulpon's poetry:

1.**In the sense of free nuclear, that is, free from any barriers, obstructions, barriers, free will:**

Erkin-erkin havolarni quchg'uvchi,

Ot chopganda, uchar qushni tutquvchi,

Uchar qushday yosh yigitlar qayerda?

Havolarni erkin quchuvchi,[5]

The combination of free air**(erkin havo**) - a metaphorically free environment, i.e. the homeland association, the contextual synonym of the owners, the young men flying like a bird - the free boys of this country, and the content of denial in the form of rhetorical interrogation signify freedom and create a "-" context. In this case, the axiological assessment is expressed through lexical-semantic opposition and context.

2.**The conception of the free, without tension; easy definition.**

Jonlandi, yashardi, ko'kardi qarashim,

O'zimda bir turli erkinlik sezamen.

It is very rare for Chulpon's poems to express this kind of freedom without opposition. In this context, in the context of the meaning of "+", the lexemes of revival, concealment, and greening together create an associative space associated with life and hope.

Erkin ko'nglum chiday olmas bu siqiq,

Bu bog'langan, bu egalik turmushga[6].

In this passage, the free middle-periphery is free from nuclear compression, easily opposed to the definition, and the axiological assessment in the context of "-" negation is explicitly expressed through the concepts of compression, possession, and intolerance.

Ul erkinlik, o'zboshlilik istaydir,

Ketga qarab – o'lim bo'lsun – ketmaydir[7]. ("Erkinlik istagi" – dream of freedom).

The axiological value of freedom leads to arbitrariness in the context of a poetic text with a lexeme of verbs, whether syntactically unstoppable death or not.

3. The concept of freedom is in the definition of freedom, with political, economic and legal independence. In this sense, the concept in the middle periphery often forms an axiological field in the context of the "-" context of anti-slavery or its connotations.

Sening erkin tuprog'ingda hech haqi yo'q xo'jalar,

Nega seni bir qul kabi qizg'anmasdan yanchalar?[8]

Free soil (erkin tuproq) - formed from the connotation of both lexemes in the compound, the occasional synonym of soil evokes the association of motherland, homeland and related independence, sovereignty and has no right to socio-political like masters, slaves lexemes prone to vocabulary and yanchas are contrasted with the dye lexeme.

In the poet's poems, the lexemes **erk, hur, and ozod**(freedom)are used as dominant.

Xalq istagi: ozod boʻlsin bu oʻlka,

Ketsin uning boshidagi koʻlanka.[9]

This poetic text has an explicit assessment content, in its essence reflects the features of the media text, the lexemes of the people, free, country in the political lexicon emphasize this feature, the connotation of the main lexeme at the beginning (above) and in the world of Chulpon images The shadow, which has a separate metaphorical content (dominating the people), is an expressive-emotional dye with the verb tyranny, let alone command.

The social axiological content of the lexeme of freedom, which is the core of the concept of freedom in the artistic structure of Chulpon's poetry, is connected with the ideas of Jadidism, the oppression of Tsarist Russia, and later the national liberation movement against the colonial policy of the Bolsheviks. Usually the concept of freedom is either synonymous with explicit or implicit in the sense of slave / bondage or occasional synonym for captivity / captivity. Meaning of the slave lexeme in the "Explanatory Dictionary of the Uzbek language":

1. An employee who, in the early days of an exploitative society, was privately owned, traded as a commodity, completely dependent on his master, and had no rights or property. 2 In general, in a class society, a person who is deprived of any rights as a result of exploitation and political and economic dependence. 3. One who blindly serves and obeys; obedient, Malay, servant. 4. mobile A person who is strongly attached to someone or something, who has pain and imagination, is his sacrifice.5 Banda. (OTIL, V, 367).

Accordingly, in the poet's work, the concept of slavery, which is used in conjunction with the axiology of freedom, is manifested in various forms. Consider the following meanings:

1. **The axiological pair of free and slave in the nuclear sense**:

Nega sening erkli koʻngling erk bermaydi qullarga?

Nega tagʻin tanlaringda qamchilarning kulishi?[10]

In this passage, along with the verb to be free, the contextual synonym of the body, whip, and beating (oxumoron-shaped) associated with the nuclear meaning of the slave lexeme, along with the lexemes of laughter and rhetorical interrogation, is an implicit assessment of political and economic dependence in the context verbal.

2. Freedom and slavery in the form of axiological metaphors:

Erk ertaklarini eshitkan boshqa,

Qullik qoʻshigʻini tinglagʻon menmen[11].

The word fairy, used in conjunction with freedom, is valued for its occasional texture, imagination, as well as the definitions of imagination, the sweet meaning of imagination, the nuclear meaning of the song of slavery - deprived of any rights, the oppressed person, as well as the lexeme of a positively colored song in general, creates a negative axiological value on the contrary.

3. **The definition of the nucleus of slavery** (as the first and most brutal form of exploitation in history, in which the slave is one of the tools of production, the master is the property of the slave).

Ey, har turli qulliklarni sig'dirmagan hur o'lka,

Nega sening bo'g'izingni bo'g'ib turar ko'lanka?[12]

In this passage, the political assessment of the anti-slavery is openly explicit, the synonym of the axiological lexeme of freedom is contrasted with the concept of free the metaphorical-axiological concept of colonialism all serves as a clear expression of protest against political and economic dependence.

The literary text is evaluative in nature, the artist presents to the society the certain values on which he relies, through the work of art, he has the opportunity to form the reader's consciousness of values. Observations on Chulpon's work once again confirm that fiction is a powerful tool for the glorification of truly noble values.

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IMPACT OF COVID ON ECONOMIC SCENARIOS

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ABSTRACT

Since the beginning of 2020, the COVID-19 pandemic has had a significant impact on worldwide economic activity. When a new coronavirus (COVID-19) started spreading so quickly, authorities had to take immediate and dramatic action, which included everything from social seclusion to the cancellation of public events and the enactment of lockdowns and shutdowns. In certain countries, the intensity of these restrictions has begun to diminish as authorities begin to progressively lift them and reopen specific economic sectors. Perhaps for some time to come, social isolation and other control measures will continue to be implemented. There has been an impact on supply as a result of these containment efforts as well as a reduction in aggregate demand as a result of heightened uncertainty and self-isolation by individuals owing to the rapid spread of the disease. The widespread closure of businesses has resulted in a significant worsening of job circumstances, a rise in the liquidity demands of businesses, and significant disruptions to the financial markets. Despite the lack of up-to-date factual statistics, a drop in economic activity of unparalleled proportions is already evident.

KEYWORDS: *COVID-19 Impact on Economy, Economy and Impact from Pandemic*

INTRODUCTION

There is a need for a scenario analysis since there is so much ambiguity about the COVID-19 pandemic's economic impact. The pandemic's progress, the necessity for and success of containment measures, and the probable appearance of medical therapies and cures are all subject to significant levels of uncertainty. A scenario analysis may be used to highlight these uncertainty, based on broad storylines for the aforementioned components and their economic impacts. Because these are fictitious examples put together by employees at the European Central Bank, they should not be taken as an indicator of Eurosystem staff macroeconomic estimates for 2020, which will be released in June. To make matters worse, this box only considers economic activity, but the Eurosystem staff's upcoming June 2020 macroeconomic estimates will include a comprehensive evaluation of inflation expectations [1].

To demonstrate the wide variety of effects that a COVID-19 pandemic may have on the Eurozone economy, three different scenarios are shown below. Some of the scenarios differ depending on a variety of factors, including how long strict lockdown measures are in place and what effect they have on specific sectors of the economy, how long-term containment measures affect the economy after they are lifted, how economic agents respond to disruptions, and how long-term disruptions affect economic activity after they are lifted. These scenarios for the Eurozone are based on the same general storylines for the global economy (and hence for the demand for the Eurozone's exports), but abstracting any other feedback loops relating to financial market disruptions or long-term effects of chronically high unemployment.

A moderate to severe economic impact is possible, depending on the assumptions underpinning the three distinct illustrated alternative scenarios. Only minor economic losses are incurred in the first (moderate) scenario of rigorous lockdown and additional containment measures, as well as quick improvements in medical treatments, which are expected to last for a short length of time (ending in the course of May 2020). Short-lived rigorous lockdowns are followed by more severe and long-lasting confinement restrictions in the second scenario (medium), which means a delayed restoration to regular activity and long-term production losses. Even if strong lockdowns are eased slightly in the third (severe) scenario, there is still a significant risk of the virus spreading, which necessitates the continuation of tough containment measures even if the lockdowns are eased. In the absence of a vaccine or other appropriate medical remedy, continuous attempts to limit the spread of the virus would continue to have a considerable impact on the economy. This won't happen until the second half of 2021, at the earliest. So the loss of output in this situation is expected to be substantial and lasting [2].

Economic sectors in the Eurozone are affected differently by containment measures taken during shutdown times. Services, particularly those connected to travel and leisure activities, take the brunt of the decline in activity. This has already been shown by a number of the surveys that have been conducted. As a result of the supply restrictions caused by the lockdown, numerous parts of the industry have seen a significant drop in production. Retail, transportation, lodging, and food service are all expected to suffer greater losses in value added as a result of the containment measures than the manufacturing, construction, and other industries (see Table A). Based on anecdotal experience and publicly accessible survey data, this sector split is just illustrative. There are estimates from other universities that are roughly in accord with the results from this study. Depending on the country, the first economic loss due to the lockdown is estimated at 30 percent of the value contributed compared to regular operation. It is expected that the first economic losses will be reduced in the second quarter of 2020 when agents respond to minimise economic disturbance. A month of extra lockdown measures would have a negligible influence on the yearly GDP level if the assumptions used in these examples are correct.

The current economic crisis is the worst since the Great Depression. Strategic, financial and operational choices may be made more effectively in the face of such uncertainty by considering a succession of plausible and relevant futures to understand the signs and transmission mechanisms that can be used to make judgments.

To think about the transition from health care to the economy in a linear fashion would be a mistake. Because of their closeness, the two will continue to influence each other for many years to come. We must alter our perspective in order to do this. As a result, we should expect our recuperation to occur in "waves," rather than in alphabetical order. If you think about it, we may have to adjust our thinking from a post-COVID to a post-COVID world. As a result of this way of thinking, we must be ready for and control expectations that the healing process will be difficult or unpleasant [3].

This paper contains a number of possible future states, each with its own set of economic ramifications that are based on a variety of assumptions about epidemiology, society, technology, and politics.

For strategic planning and decision making, these economic scenarios are not forecasts of what will happen; rather, they are hypotheses about what may happen.

TABLE 1 : INITIAL SECTORAL LOSSES DUE TO STRICT LOCKDOWN MEASURES

Sector	Loss
Agriculture	10
Industry (excl. manufacturing and construction)	40
Manufacturing	40
Construction	40
Retail trade, transport, accommodation, food service activities	60
Information, communication	10
Financial and insurance activities	10
Real estate activities	20
Professional, scientific, administrative and technical activities	30
Public administration	10
Arts, entertainment, recreation and other activities	30

Strict containment measures are expected to severely affect economic activity in the euro area well beyond the short-term horizon

The sectoral approach used to assess the economic losses associated with the COVID-19 pandemic allows for the calculation of a time profile of indicative losses (as a percentage of maximum sectoral losses) implied by the virus containment measures in the euro area under the three alternative scenarios (see Chart A). The maximum sectoral losses (including direct and carry-over impacts) are assumed to occur in the first week of April 2020. The economic losses due to lockdowns began to build up in March – as different countries enforced lockdown measures – and after reaching a peak at the beginning of April, they are expected to decline to close to 50% of their maximum level by mid-May, end-May and in the course of June under the mild, medium and severe scenarios, respectively, as looser containment measures allow for a gradual restart of economic activity. While containment measures – coupled with the longer-lasting costs inflicted on activity stemming from the pandemic – are expected to exhaust their negative impact by end-2021 under the mild scenario, they would continue to weigh on economic activity in 2022 under the medium and severe scenarios [4].

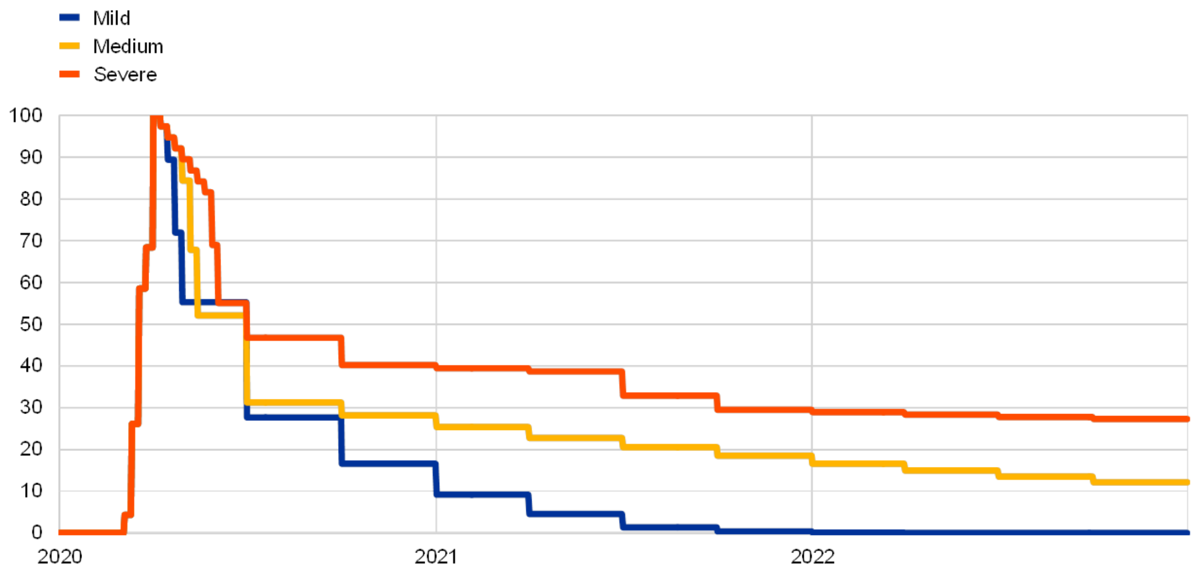

Figure 2 : Economic Impact

There is an alarming rate of infection with the COVID-19 pandemic, which has infected millions and slowed economic activity to the point of near-standstill. When health and human toll mounts, the economic harm begins to emerge and marks the greatest economic shock the globe has seen in decades.

For both short-term and long-term growth forecasts, the June 2020 Global Economic Prospects provides a comprehensive picture of both. Global GDP is expected to fall by 5.2 percent in 2020, the biggest recession in decades, according to the most conservative baseline prediction, which takes into account market exchange rate weights. Long-term economic damage is projected to be inflicted by the pandemic's profound recessions, which are expected to have a lasting impact on investment, human capital, and global trade and supply links [5-8].

An immediate response is required to mitigate the health and economic effects of the epidemic, safeguard those most at risk, and lay the groundwork for a sustainable recovery. If you're an emerging market or developing country, it's imperative to enhance public health systems, address the issues posed by informality, and undertake reform measures to ensure long-term economic development after the health crisis is over.

Income Per Person Has Decreased Historically

Global per capita income will decline in the highest proportion of nations since 1870 as a result of the pandemic, which is predicted to hit most countries in 2020. The world's most developed economies are expected to decrease by 7%. With their own internal breakouts of the virus, emerging market and developing nations would suffer a 2.5 percent contraction in their GDP. For the first time in at least six decades, this group of economies is demonstrating their worst performance.

Long-Term Damage To Potential Output, Productivity Growth

The June 2020 *Global Economic Prospects* looks beyond the near-term outlook to what may be lingering repercussions of the deep global recession: setbacks to potential output—the level of output an economy can achieve at full capacity and full employment—and labor productivity. Efforts to contain COVID-19 in emerging and developing economies, including low-income economies with limited health care capacity, could precipitate deeper and longer recessions—exacerbating a multi-decade trend of slowing potential growth and productivity growth [9].

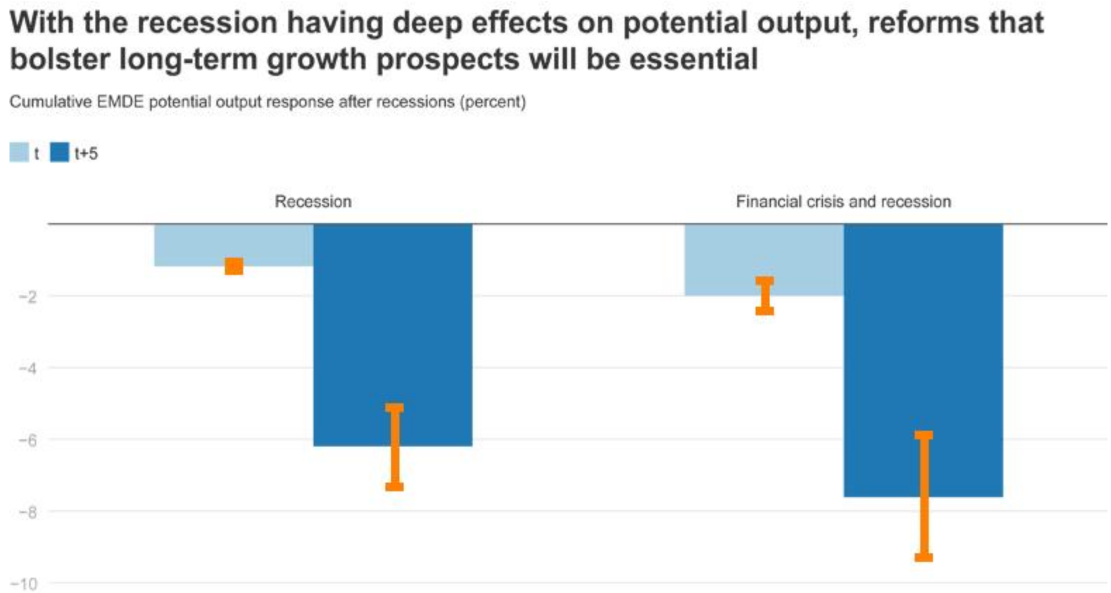

Figure 3 : Deep Impact

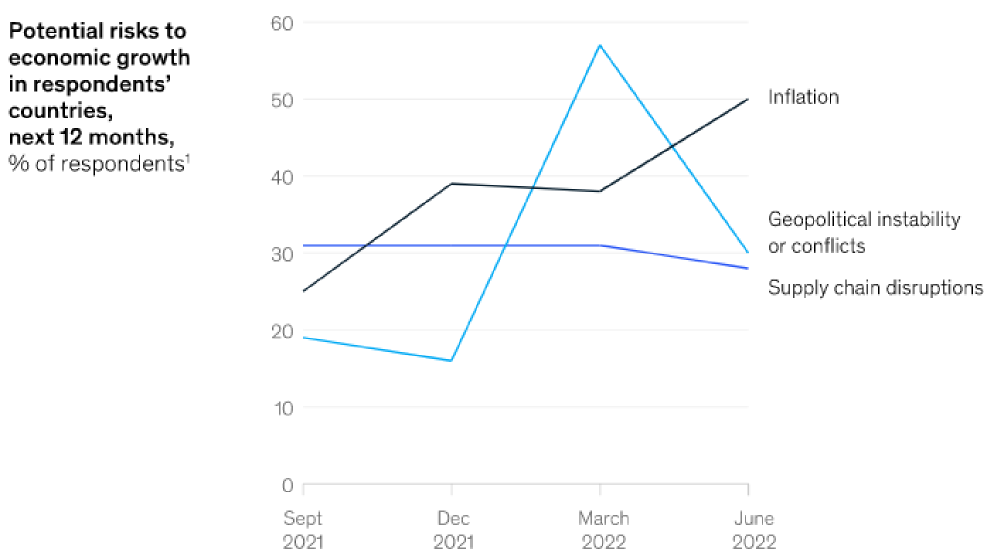

Figure 4 : Risk Factors

Additionally, oil demand and oil prices have fallen to their lowest levels in history. As soon as limitations on economic activity are eased, the low oil prices are anticipated to give at most a brief initial boost to GDP. It's possible that the costs to energy exporters will surpass any gains made by energy importers even if demand increases. Oil producers have a chance to diversify their economies while oil prices are low. It's possible that after the current health crisis passes, the recent drop in oil prices may give additional impetus for reforming energy subsidies [10].

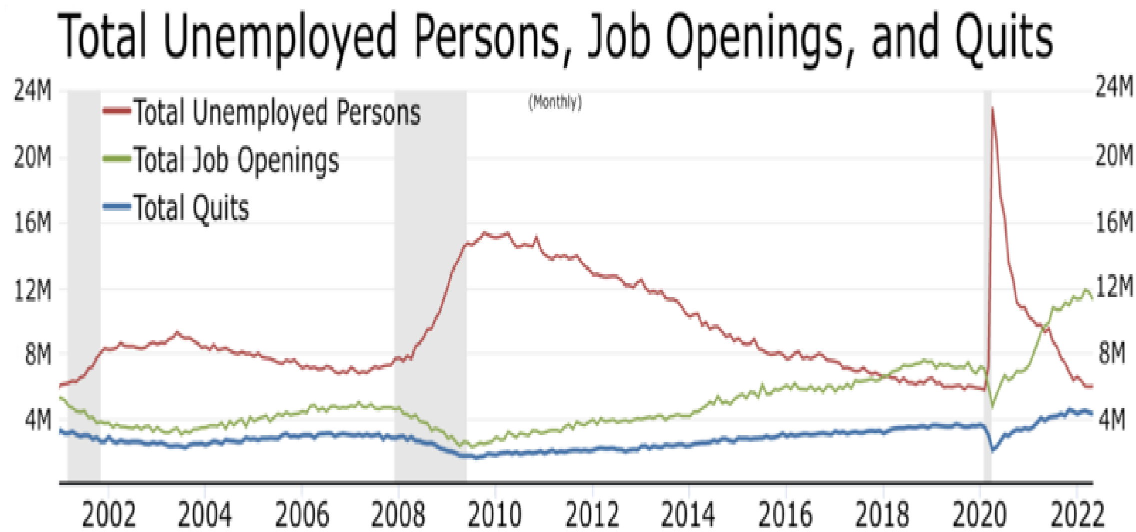

Figure 4: Unemployment Aspects

It is imperative that governments solve the current health crisis and limit the short-term economic harm in light of this alarming forecast. As soon as the economic crisis is over, the government must implement long-term reforms to enhance the underlying drivers of economic development.

Health services must be strengthened and targeted stimulus measures put in place to assist rekindle growth, including support for the private sector and direct funding for the people. Policies to rebuild both short and long term. A country's mitigation efforts should centre on maintaining economic activity by providing assistance to individuals and small businesses, as well as to key services.

It is only through worldwide collaboration and coordination that we have the best opportunity of halting the pandemic's spread and reducing its economic impact, particularly through foreign aid and other forms of financial assistance.

However, geopolitical instability and inflation have surpassed variable energy prices in terms of worry for global economies, as they were in the March 2022 Global Risks Survey. Volatile energy prices and increasing interest rates are the top two global threats, with supply chain disruptions rounding out the top three.

The COVID-19 pandemic has had far-reaching economic consequences including the COVID-19 recession, the second largest global recession in recent history, decreased business in the services sector during the COVID-19 lockdowns, the 2020 stock market crash, which included the largest single-week stock market decline since the financial crisis of 2007–2008 and the impact of the COVID-19 on financial markets, the 2021–2022 global supply chain crisis, the 2021–2022 inflation surge, shortages related to the COVID-19 pandemic including the 2020–present global chip shortage, panic buying, and price gouging. It led to governments providing an unprecedented amount of stimulus. The pandemic was also a factor in the 2021–2022 global energy crisis and 2022 food crises.

Possible instability generated by an outbreak and associated behavioural changes could result in temporary food shortages, price spikes, and disruption to markets. Such price rises would be felt most by vulnerable populations who depend on markets for their food as well as those already depending on humanitarian assistance to maintain their livelihoods and food access. As observed in the 2007–2008 world food price crisis, the additional inflationary effect of protectionist policies through import tariffs and export bans could cause a significant increase in the number of people facing severe food insecurity worldwide [11].

Many fashion, sport, and technology events have been canceled or have changed to be online. While the monetary impact on the travel and trade industry is yet to be estimated, it is likely to be in the billions and increasing [12].

Amidst the recovery and containment, the world economic system is characterized as experiencing significant, broad uncertainty. Economic forecasts and consensus among macroeconomics experts show significant disagreement on the overall extent, long-term effects and projected recovery. Risk assessments and contingency plans therefore must be taken with a grain of salt, given that there is a wide divergence of opinion. A large general increase in prices was also attributed to the pandemic. In part, the record-high energy prices were driven by a global surge in demand as the world quit the economic recession caused by COVID-19, particularly due to strong energy demand in Asia.

During the first wave of the COVID-19 pandemic, businesses lost 25% of their revenue and 11% of their workforce, with contact-intensive sectors and SMEs being particularly heavily impacted. However, considerable policy assistance helped to avert large-scale bankruptcies, with just 4% of enterprises declaring for insolvency or permanently shutting at the time of the COVID wave.

CONCLUSION

More over half of those polled expected global economic prospects to worsen in the months ahead during the early months of the epidemic in 2020, when pessimism about the second half of 2022 was at its highest. More over half of those surveyed believe global circumstances will deteriorate in the next six months, while just 29% believe they will improve. 39 percent of respondents anticipate their economies to improve in the near future, which is a bit more optimistic than the global economy's prognosis. Only around half of respondents anticipate their home economies to grow in this survey, the first since September 2020. They're almost as likely to predict a decrease as an improvement in economic conditions now.Asia-Pacific and Greater China respondents are generally more optimistic about their economies' second half of 2022 than they were in the last poll, although overall confidence has decreased since the previous survey (Exhibit 2). Similarly, European and North American respondents' outlooks on the future have worsened throughout this period.

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LEXICAL FIELD OF THE CONCEPT "PRIDE" (ON THE MATERIAL OF THE RUSSIAN AND UZBEK LANGUAGES)

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ABSTRACT

The concept as a mental formation is not only the result of cognitive activity of the individual and society, but also a reflection of the system of values, the attitude of public consciousness to a particular object, phenomenon. The study of the concept sphere gives the key to understanding the thought processes of conceptualization and categorization of reality, as well as the worldview of a person within the language circle to which this person belongs. To analyze the semantic structure of the concept, various methods are used, of which the most important is the semantic-cognitive method, which was applied by us to the consideration of the concept "pride".

KEYWORDS: *Cognitive Linguistics, Self-Respect, Sememe, Pride, Arrogance, Lexicographic Sources, Graduonymicseries, Categorization, Lexeme, Cognitivism.*

INTRODUCTION

Cognitive linguistics, which has come to the fore in modern linguistics, is interested in studying the mental content of language units at different levels, including text. Part of the cognitive study of the text is conceptual analysis. The description of the Russian linguistic and cognitive picture of the world contributes to the understanding of the mechanisms of conceptualization and categorization, the knowledge of the mental essence of the people through their language and is one of the main tasks of modern linguistics.

It is known that a person's worldview is determined by his physical experience and spiritual activity, in the process of which a certain cultural picture of the world is formed, which has a close connection with the linguistic picture. Language is a mirror of culture, and it reflects not only the real conditions of life of an individual, the material world, but also the public self-consciousness of the people as a whole, their mentality, national character, customs, traditions, value system.

THE MAIN FINDINGS AND RESULTS

Cognitivism is the science of cognition and knowledge, the perception of the world in the process of human activity, a direction in science, *"the object of study of which is the human* *mind, thinking and those mental processes and states that are associated with it.*” The emergence of this field of science had a number of prerequisites. A significant catalyst was the ideas that developed in the modern era under the influence of the study of language through the prism of philosophical anthropology. The 20th century marked a new stage in the development of the problem of the relationship between language and thinking: psycholinguistics was being formed, within which the processes of generating and perceiving speech, language as a system of signs stored in the human mind were studied. The basic term of cognitive linguistics is ***"concept***"; it has different definitions in the paradigms of different scientific schools. In linguistic science, there are three approaches to understanding the concept.

The first of them, whose representative is Yu. S. Stepanov, when considering the concept, pays great attention to the culturological component, when culture is understood as a set of concepts and relations between them: “a concept is the main cell of culture in the mental world of a person” [1, pp. 40-43].

Representatives of ***the second approach*** (N. D. Arutyunova and her school, T. V. Bulygina, A. D. Shmelev, etc.) involve the semantics of the linguistic sign in cognitive linguistics and represent the only means of forming the content of the concept.

Supporters of ***the third approach*** are D. S. Likhachev, [2] E. S. Kubryakova and others, who believe that “the concept does not directly arise from the meaning of the word, but is the result of a collision of the meaning of the word with the personal and popular experience of a person” [3, p. 90]. Common to these approaches is the assertion of an undeniable connection between language and culture; the discrepancy is due to a different vision of the role of language in the formation of the concept. Objects of the world become “cultural objects” only when ideas about them are structured by ethno-linguistic thinking in the form of certain "quanta" of knowledge of concepts. Khursanov states “we also assume that it is standard to take verb meanings to be encodings representations in the mind/brain of such happenings. This is much of what we take to be uncontroversial, for what exactly verbs pick out of these events or states, how they interact with other linguistic constituents, and how they are mentally represented and neurologically implemented are matters of great divide in the literature” [] when analyzing verbs expressing human behavior related to cognitive linguistics. Analyzing the Uzbek and Russian paradigmatic relations of lexemes with the representative of the concept "pride", we turned to the consideration of synonymy relations. Due to the fact that the lexeme "pride" forms such a type of structural connection as polysemy, we must take into account the presence of several synonymic rows, each of which is distinguished on the basis of the seme identity of its elements. The most detailed, communicatively relevant is a group of words with the meaning "extremely high opinion of oneself", which reflects its relevance in the minds of native speakers. As for the sememe “self-respect”, then the lexeme “self-respect” will be semi-correlative to it, through which the interpretation is carried out in the dictionary. Thus, this meaning has a weak semantic derivation. The same applies to the sememe "a sense of satisfaction from the consciousness of the successes achieved, a sense of superiority in something."After analyzing the data of dictionaries, we came to the following conclusions:

1. High recurrence of the lexeme "arrogance" and emphasis the latter as the reference word of the group;

2. The dictionary contains variants of words. It should be noted that word variants presented in these sources are now practically out of use. This fact is a reflection of the changing relevance some fragments of the concept characterizes the dynamism of this unit.

3. The most systemic synonymic relations associated with seme "an excessively high opinion of oneself and disregard for others."

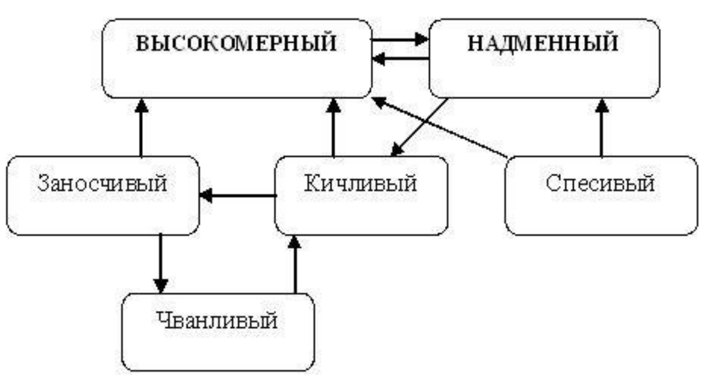
It should be noted that the frequency of a significant part of the data lexemes at the present stage is reduced with the simultaneous stability and relevance of the word-representative. One of the proofs of this is the material provided by V. Dahl's Explanatory dictionary of the living Great Russian language. In addition to the lexemes indicated above: *горделивость, гордыня, высокомерие, заносчивость, надменность, кичливость, претенциозность, спесь, тщеславие, чванство, самолюбие, обидчивость, амбиция, гонор, самомнение; высокомудрие, высокомыслие, высокоумие.*Pairswereanalyzedasantonyms гордость-*стыд, гордость-смирение, гордость-скромность* in Russian language.

- Простота! простота! Тебя зовут святою. Но святость — не человеческое дело. Смирение — вот это так. Оно попирает, оно побеждает **гордыню**. *Тургенев*.
- Открытость [характера] сама по себе ни плоха, ни хороша. Кому-то на стыд, кому-то на **гордость**. *Г. Гуревич*[8].

There are several synonyms in Uzbek language: *g'urur-dimog', g'urur-havo, g'urur-kibr, g'urur-kibr-havo, g'urur – nafsoniyat,g'urur – izzat-nafs, g'urur – sarafroz, g'urur –faxr, g'urur-or, g'urur- viqor,g'urur-nomus, g'urur-takabburlik*and more antonyms of the concept according to the graduonymic series *–kamtarona, hokisor, kamtarin, siniq.*

- *Bo'taboy aka, masalagakengroq, **nafsoniyatga**berilmay, xolisroqqarashkerakbo'lar.*A. Qahhor.
- *Habibiy, qoshkerib, **mag'rur**boqmaelga, kamtarbo'l, Nazardanqolma, badaxloqila**kibr-u havo**dankech.* Habibiy.
- *Vodiydano'tardidaryoyiazim, Vazminoqishida**salobat, viqor***. S. Abduqahhor.
- *U yoshligidanko'pchilikninghurmatiniqozonibo'sganiuchun, **izzatinafsi**, yigitlik**g'ururi**judakuchliedi*. P. Kadirov, "Three Roots" [9].

Next, we analyzed a group of adjectives and verbs with the meaning



"exaggeratedly high opinion of oneself and disregard for others" representing the concept of "pride" in Russian (boast, puffed up, swagger, swaggering, proud, proud, proud, pout, *put on airs* etc.)

In Uzbek language: *To be proud, to be proud, to be proud, to boast, to be arrogant Do‘stlaringningsonibilanemas, sodiqligibilan**faxrlan**. Shuhrat, Shinelliyillar.*

- *Sultonovendi har qancha**kerilsa,**ko‘kraginibalandko‘tarsaarzirdi.M. Mansurov, Yombi.*

Kibr-havoli, takabbur, g‘ururli, g’urursiz, mamnun,viqorli,mag’rur:

*-Unsinxizmatkorxonaeshigida**mag‘rur**, lekino‘ychanholdaturganakasiniko‘rishibilanyuguribborib, uniquchoqladi. Oybek, Tanlanganasarlar*

*-Juda **takabbursan**-da, Zumrad. Otdantushsang ham, egardantushmaysan.S.Siyoyev, Otliqayol.*

*- Ahmad maxdumaslida**kibrlivag‘ururli**odam.S. Ayniy, Esdaliklar.*

- Qutidor har On the day Yusuf was pleased with the conversation of the guest at the house of one of Yusufbekhoji's fans. A. Qodiriy, O‘tgankunlar.

*- Farg‘ona, Qo‘qonshaharlarining**viqorli**qiyofasi, Samarqandningqadimiyobidalariva, nihoyat, O‘zbekistonpoytaxtiToshkentningchiroyi, ulug‘vorligimenimaftunetdi*. From the Newpaper.

Thus, in the circle of words that are direct, systemic nominations of the concept and word-formation and semantically related lexemes, we noted:

	Nouns	Verbs	Adjectives	Adverbs
Russian language	29	5	12	12
Uzbek language	12	8	9	5

CONCLUSION

So, from the analysis of lexicographic sources follows that we can conclude that the words "pride" and "prejudice" are synonymous and have a connotation of meaning that determines the semantic quanta, establish about "arrogance" as a relatively independent mental formation, sub-concepts. Elements of the conceptual approach can be used when literary text analysis. The lexical field of the concept has a direct attitude to the study of vocabulary.

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PHYSICAL EDUCATION AND "UNION OF YOUTH" AS AN APPLICATION OF CREATIVE POTENTIAL IN UZBEKISTAN

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ABSTRACT

The article deals with the issues based on the relationship of physical culture and the "Union of Youth", in revealing the features of physical and creative activity in the education of youth. The purpose of the article is considered as: theoretical substantiation and practical implementation of the development of the creative potential of students. As well as, the authors use the methodology of practical research, recommended for use in the development of creative potential. In the course of research, the approaches and principles of organizing the development process are substantiated. The authors of the article draw attention to the need to create pedagogical conditions for its effective implementation in universities.

KEYWORDS: *Potential, Sphere, Transformation, Creativity, Culture, Physical Preparedness, Need.*

INTRODUCTION

As it is known that the relation of physical education is determined with the development of the moral, spiritual, mental, aesthetic spheres of the daily activities of modern youth. In the Republic of Uzbekistan, great powers are given to a non-commercial, non-state organization - the Union of Youth, which is designed to unite the youth of Uzbekistan in order to form a physically healthy, spiritually mature and intellectually developed, free-thinking young generation, protect youth from external threats and the negative impact of "mass culture”, providing comprehensive support in protecting the legal and legitimate interests of young people and creating favorable conditions for them. The purpose of the Union is to involve young people in taking an active part in deepening the democratic, political and economic reforms carried out in the country, in strengthening peace and harmony in society; contribution to the process of the access of Uzbekistan into the number of developed countries of the world. [11, p.463]

As well as, a special pedagogical process, which is implemented directly and indirectly, ensures the connection of physical education and sports with creativity, art, and mental development. Physical culture and sports have a direct impact on the possession of choreographic abilities, the mental development of society in the case when a certain situation is created in the classroom, for example, the goal is set for young people to achieve a skill in performing physical exercises, improving its methods and techniques of application in practice [17, p.104]. Specialists should form in students the ability to determine the rationality of physical movements, expressiveness, accuracy, develop tactics of technical methods in the learning process, develop a mechanism for distributing physical loads in accordance with their physical potential. Supplementary subjects included in the stage movement training complex have the task of educating beginner actors of body culture. Plasticity is a necessary property of an actor. The concept of “Plasticity” includes many different meanings: smoothness, flexibility, skill, coordination of gesture and word, strength, expressiveness of movement, rhythm, harmony and coordination of physical actions, endurance [13, p.6]. The plasticity of an actor depends not only on natural facts, but also on the preparedness of the body. It is important to identify problems in the existing knowledge in advance, due to which there will be an inappropriate decision by the participants, in order to make the right decision and display creative activity [10, p.241]. This activity requires the concentration of brain activity, which indicates the progressive impact of physical education on the intellectual capabilities of a person.

Proficiently conducted classes in physical culture and sports are able to form the spiritual and moral potential of modern youth [20, p.35]. Toughening of determination, of the whole organism occurs in the process of competition and training, and such qualities as self-demanding, discipline, a sense of “team spirit” are manifested, which in turn require a creative approach to the required achievement. [19, p.56]

As an example we can say about the high performance achieved by participants in the three-stage competitions held in the Republic of Uzbekistan: "Umid nihollari" for students of secondary schools, "Barkamol avlod" for students of vocational colleges and academic lyceums and student "Universiade".

METHODS

This problem of sports activity was found in the work of L.R. Hayrapetyants, who singled out six main features in it: high muscle activity; specific technique for performing physical exercises;

achievement of high results in physical exercises; mobilization of mental processes; cumulative development of mental and motor abilities; awareness of the performance of the game action. [21, p.6] The same requirements can be identified for students of universities based on creativity in Uzbekistan. According to the curriculum, the subject "Physical culture and sport" is aimed at supporting the profiling departments, that is, for the future creative specialty of students. [9, p.173]

The topicality of research. Trends in the development of modern domestic society are marked by qualitatively new phenomena and processes. Radical changes in the scientific, technical, economic, social and cultural spheres have actualized the need for creative specialists who are ready for innovative creative activity, for self-education and self-control. The solution of this important task is determined by the level of subjectivity of all social groups, their involvement in transformative, creative activity. Realization of the social role of the younger generation depends on our government, all institutions that socialize activities to ensure efficiency to the conditions of life.

Creative institutions should focus on improving the quality of professional training of qualified professionals capable of innovation and creativity, possessing organizational and leadership skills. [1, p.159] However, it is rather difficult to develop the creative potential of a student's personality only within the framework of classroom activities, since it is impossible to fully create the necessary conditions for this. One of the main tasks of universities based on creative works is not only to meet the requirements of the State Educational Standard, but also to develop the creative potential of a future specialist, which puts the university before the problem of finding additional reserves. [24, p.7]

Creativity, in its essence, is an internal inspiration that provokes the available opportunities and resources of a person for such a creative acquisition as the most complete expression of the essential features of a person.

Creativity becomes the base on the foundation of which the entire life strategy of the individual is constructed. [15, p.2]

Society faces the task of recreating the "climate" of a real creative personality, innovative education, through the formation of a social type that meets the requirements of modernity. [16, p.4]

During this research we have studied enough scientific literature devoted to the consideration of questions of creative abilities. Various explanations, studies of this problem are reflected in the works of scientists-teachers: L.G. Ustinova, S.N. Shcheglova, E.V. Dorofeeva, V.Yu. Lesher, E.V. Kolesnikova, P.F. Kravchuk, M.S. Kagan, E.L. Yakovleva, E.E. Adakin, V.I. Andreev, D.B. Bogoyavlenskaya, G.V. Glotov and others. Also, scientific authors conducted research on the development of creative abilities in higher educational institutions: T.A. Salamatova, M.M. Potashnik, M.M. Potashnik, T.G. Brazhe, T.E. Klimova, N.D. Dolgopolova, V.G. Ryndak, O.V. Lesher and others. The development of such abilities means nothing more than a key mechanism for students to join active social activities, the implementation of which takes place jointly with the "Union of Youth" of the university.

In spite of technical progress is very persistently intruding into modern theatrical art, the skill of the actor remains the main engine of theatrical action [2, p.133].

The theoretical and methodological experience we conducted showed that today a wide range of problems related to the development of personal characteristics in youth organizations has been studied, but at the same time, we can say with confidence about the lack of development of students' creative abilities in youth public organizations of universities in Uzbekistan.

Aim of the research. Theoretical validation and practical implementation of the creative abilities of students of universities in Uzbekistan.

In order to determine the relationship of the modern student movement "Union of Youth", physical culture and sports with the development of creative abilities, we used observational and empirical research methods: the study of legal documents in education and social youth movements, conducting surveys of pedagogical and educational experience to develop creative abilities at the university, organizing the ascertaining stage of experimental work to determine the state of formation of the creative abilities of students at the university, conducting a preparatory stage for organizing the creative process in the "Union of Youth", organizing experimental work to inculcate the system and test the pedagogical conditions in action within the framework of our work, as well as observation, questioning, test approbation, expert evaluation of data, statistical processing methods, testing of hypotheses. For the study were proposed 25 heads of universities and 600 students, members of the Youth Union.

RESULTS AND DISCUSSIONS

We carried out work outside the classroom with the participation of the "Union of Youth" of universities on the basis of the State Institute of Arts and Culture of Uzbekistan, a branch of the State Institute of Arts and Culture of Uzbekistan (branch in Nukus), the National Institute of Arts and Design, the State Academy of Choreography of Uzbekistan, the State Conservatory of Uzbekistan. Three groups and one control group were prepared.

We have identified three pedagogical conditions for identifying creative features:

Firstly, it contributes to the creation of interpersonal dialogic interaction, which is a situation close to ordinary life activity in which participants in the creative process gain the opportunity to act creatively, that is, to express themselves on a personal level, revealing and developing their creative potential.

Secondly- provides an opportunity for students in the course of project activities to independently set goals for their work, plan its course, choose the most optimal ways to solve various tasks; independently learn to acquire new knowledge and process it; analyze and systematize the information already available and received, etc.

Thirdly based on the position that the effectiveness of creativity positively and significantly correlates with the individual's attitude towards self-improvement and self-development. Only the combination of the experience of the student's creative activity and his reflection makes it possible to transfer the process of developing creative potential to the mode of self-development.

In accordance with the purpose of our work in the first experimental creative group "T-1", we analyzed the impact of the second pedagogical condition, which involves the inclusion of students in the development and implementation of socially significant creative projects and programs that contribute to the implementation of the experience of creative activity. The methodology for implementing this condition was based on the design technology, the essence of which is the performance of cognitive, research, design or other work on a given topic, the end result appears in the form of a new product, a solution to a social or other problem. As a result of project activities, students introduced and implemented the following social, cultural and entertainment projects in various areas: the competition of projects "Who is faster", aimed at developing their own brand, epigraph, motto, symbol of association members; competition "Project Manager" among the teams of the university training counselors in sports camps; action "Healthy lifestyle" - issuance of diplomas of gratitude to parents of students-activists of a healthy lifestyle; fair of projects "Socium", aimed at self-presentation of the participants of the "Union of Youth"; presentation of students who received a presidential scholarship, during which participants prepare greeting cards and send them to fellows.

In the second experimental creative group "T-2" we searched the impact of the third pedagogical condition, which implies the intention of the process of developing the creative potential of students in the "Union of Youth" in the mode of self-development. The methodology for implementing this condition was based on the principles of individualization, value attitude to the development of creative potential, the transition of management to self-government, a reflective position, a conscious perspective, feedback; provides for the inclusion of students in the process of self-diagnosis of personal creative achievements in the process of carrying out creative activity, according to the stages of development of creative potential (personal-developing, prognostic-creative, activity-transforming); involves identifying the real level of development of creative abilities in conjunction with the "Union of Youth" based on the results of diagnostics (analysis, evaluation) carried out by the leader, and self-diagnosis (self-analysis, self-assessment), as well as in the process of cooperative actions; compiling self-diagnosing educational materials ("Student Document Package" - a form of presenting the individual orientation of the achievements of a particular student); the use of an algorithm for entering a reflexive position, the use of methodological techniques aimed at developing students' reflexive skills, identifying problematic aspects of creative activity and ways to correct it.

In the third experimental creative group "T-3" we studied the effectiveness of the set of pedagogical conditions we have identified, which, in addition to the two above, also includes the condition for organizing an innovative creative environment in the "Union of Youth" of the university. The methodology for its implementation involves the creation of a comfortable psychological climate in the group based on the formation of a generous, relaxed working atmosphere based on the organization of subject-subject (partnership, dialogue) interaction, the leader of the Union of Youth, a member of the Union of Youth (work in small groups, commands, the use of dialog methods, etc.). We believe that studying the effectiveness of the last condition as an independent one, independent of others, does not make sense, since its fulfillment is based on the fulfillment of two other conditions.

As well as, in the control group "K", the development of the TPS was carried out in accordance with the established traditions of the youth association in this direction.

The generalized data presented in table 1. Evidence of the influence of the pedagogical conditions we have identified on the development of creative abilities in the youth union. Clearly, the results obtained in the T-3 group were significantly higher than in the T-1, T-2 groups. Therefore, the development of creative abilities within the framework of the model developed by the University "Youth Union" continues more effectively with the comprehensive implementation of the established pedagogical conditions.

The reliability of the data obtained was checked using K. Pearson's 2% criterion. Based on the data calculated at the 5% significance level, the alternative hypothesis proved to be superior to zero. Thus, this study allowed us to conclude that the goal was achieved and the hypothesis was confirmed.

TABLE 1 THE DATA OF THE EXPERIMENT

Group	Stage	Levels						Cp	Coeficient	X²nab	X²crit
		low		medium		high					
		Quantity	%	Quantity	%	Quantity	%				
T-1	Start	41	52,6	22	31,6	12	15,8	1,62		3,51	5,993
	End	22	31,6	33	44,7	18	23,7	1,93	1,09		5,993
T-2	Start	40	54,0	20	27,0	14	18,9	1,66		5,89	5,993
	End	20	27,0	34	48,7	18	24,3	1,98	1,12		5,993
T-3	Start	40	56,4	20	28,2	12	15,4	1,61		16,37	5,993
	End	13	12,8	42	56,4	24	30,8	2,21	1,24		5,993
«K»	Start	42	52,5	26	31,7	12	13,8	1,61	-	-	-
	End	28	40,0	33	42,5	14	15,5	1,79	-	-	-

At the first stage, the theoretical and methodological aspects of the study were discussed, an analysis was made of the state of development of the problem under study in pedagogical theory and practice; in the process of theoretical understanding of the problem, philosophical, sociological, psychological and pedagogical literature was studied, as well as dissertation research on the problem of developing the creative potential of students in the "Union of Youth" of the university.

At the second stage, the tasks, the research hypothesis were specified; the theoretical and methodological basis was applied; the specifics and features of the design and implementation of the model for the development of the creative potential of students in connection with the "Union of Youth" and the pedagogical conditions for its effective implementation were identified. The methodology for the effective development of the creative potential of students in the activities of the "Union of Youth" was refined and implemented, a qualitative analysis of the intermediate results of the study was carried out.

The third stage included experimental work; refinement, analysis, generalization and systematization of theoretical and experimental data; final processing of the results of experimental work; publication of methodological and technological programs, recommendations and instructions in order to optimize the process of developing the creative potential of students in the "Union of Youth", as well as their introduction into the educational practice of higher professional education.

A methodology that reflects the personality-actualizing, socially determined, creative-transforming processes of developing the creative potential of students through physical culture and sports, mastering knowledge, developing skills and abilities to organize and implement socially significant creative activities. [4, p.536]

According to the results of the research, "Physical Education and Sports" together with the auxiliary subject strengthens the theory of developing the creative potential of university students in the activities of the "Youth Union". The results of our study show that the model of interaction successfully works with the complex implementation of the following pedagogical conditions, including the rules of creating an innovative creative environment in the University Youth Union; involvement of students in the development and implementation of creative projects and programs of social significance, competitions, sections; targeted development of students' creative potential in self-development position.

As well as, a set of criteria for the development of the studied potential: cognitive independence, the need to achieve success, the development of reflective abilities. Different degree of their manifestation characterizes the levels of development of creative potential: low, medium, high. The main criterion for the development of the creative potential of students is its promotion from a low level to a higher level of development. [23, p.216]. This criterion acts as the main criterion for diagnosing the reliability of the results of testing the effectiveness of the model for the development of creative potential against the backdrop of a comprehensive implementation of pedagogical conditions.

In the course of the study, the degree of development of the problem of developing creative potential in Uzbekistan was studied and revealed. It has been established that this problem is one of the most urgent in pedagogical theory and practice, requiring its further understanding. In the course of the study, the essence, content, structure, and functions of the creative potential of students in youth public organizations were clarified. The creative potential of students in youth public organizations is considered as a developing system of students' personal abilities, which focuses on the values of socially significant activities and encourages creative self-realization and self-development. [22, p.144]. We have revealed the essence and content of the development of the creative potential of students in the relationship of physical activity with the modern movement of activists of the "Union of Youth" in the university, it is a continuous, directed, irreversible and natural process of the inevitability of inclinations, abilities, mechanisms of self-development, the formation of creative motivation, cognitive activity, activation of such personality traits that allow solving problems, problems that have not been encountered in her past experience.

It should be noted that a model of creative potential development has been developed, which is characterized by several interrelated components: management, pedagogical conditions, procedural and production. The approaches developed as the scientific support of the developed model and the development principles identified on their basis have been proved to be: the orientation of the association towards the realization of humanitarian goals; constructive cooperation, pedagogical assistance; co-creation; social hardening; dynamism; feedback; activity; objectivity A set of pedagogical conditions for the effective development of creative potential has been identified, substantiated and experimentally tested, including the rules for creating an innovative creative environment in the youth organizations of the university; involvement of students in the development and implementation of creative projects and programs of social significance, the organization of mass sports, cultural events; the inevitability of the process of developing students ’creative potential in a self-development mode. The development of creative potential has been proven to be most effective with the complex implementation of pedagogical conditions.

Also, the methodology for developing creative potential includes: criteria for assessment tools to diagnose development; levels of development of creative potential of students (low, medium, high); methods and techniques for diagnosing them; statistical criteria and indicators for evaluating the results of pedagogical experiments; includes guidelines for developing creative potential for youth community leaders and participants [12, p. 868]

CONCLUSION

The analysis of the results obtained in the course of the research showed that the hypothesis put forward was confirmed, the research tasks were solved, and the research goal was achieved. Also, the research, due to its diversity, does not require a full analysis of all aspects of the problem being studied. Determining the perspective of the research, we note that not all aspects of the development of creative potential are covered and studied by us in full. In this regard, further study of the problem can be continued in the following direction: the study of the patterns of formation of the properties and qualities of the personality of students in youth public organizations; development of creative potential using new information technologies; development of appropriate alternative developmental and diagnostic techniques.

The experiment showed that there is no equality in determining the content of the structure of creative potential, in the works they vary depending on the point of view of the authors on the essence of the analyzed concept. The components of creativity identified by scientists in each study are both specific, inherent in this work, and have provisions common to psychological and pedagogical research.

The process of experience has shown that in defining the content of the structure of creative potential there are no similar views, which differ in the works of the authors depending on the point of view of the essence of the concept being analyzed. The components of creativity identified by scientists in each study are also unique, specific to the work, and have general guidelines for psychological and pedagogical research.

The specificity of creative potential is determined by important features that reveal and define the concept, content, structure, and functions of “creativity”.

In the process of study, the structure of creative potential is defined as personal, social, and is characterized by components such as creativity and self-management. The personal-actualizing component reflects the content-operational characteristics of the creative potential and the ability to acquire new knowledge; a set of skills related to the development of specific tactics, strategies and actions aimed at developing creative potential and the organization of mental actions or methods of mental logical operations based on techniques and methods of organizing creative activities, including intellectual and physical activity formation.

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