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SPECIAL ISSUE ON

**MANAGEMENT AND SERVICE POTENTIAL
OF THE DIGITAL ECONOMY: PROBLEMS
AND PROSPECTS**

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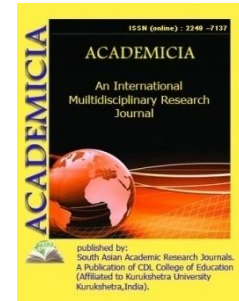
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THE ENCLAVE / EXCLAVE AREAS AS A GEOGRAPHIC CATEGORY: PROBLEMS AND SOLUTIONS

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ABSTRACT

This article focuses on the history, classification, geopolitical status, economic and social geographical features and development of the enclave/exclave territories that cause some regional problems. Unlike other socio-political studies, they are treated as geographic and geopolitical categories. The main content of the article is dedicated to the theoretical analysis of geographic and enclave/exclave concepts. Also, the classification patterns of the enclave/exclave territories were analyzed based on economic and geographical principles, depending on their approach, topological and managerial features. These principles describe the peculiarities.

KEYWORDS: *Enclave, Exclave, Mainland State, Surrounding State, Classification Of Enclaves, Full Enclave, Semi-Enclave, Pure Exclave, Peneenclave, Boundary Problems, Delimitation, Demarcation, Interstate Relations.*

INTRODUCTION

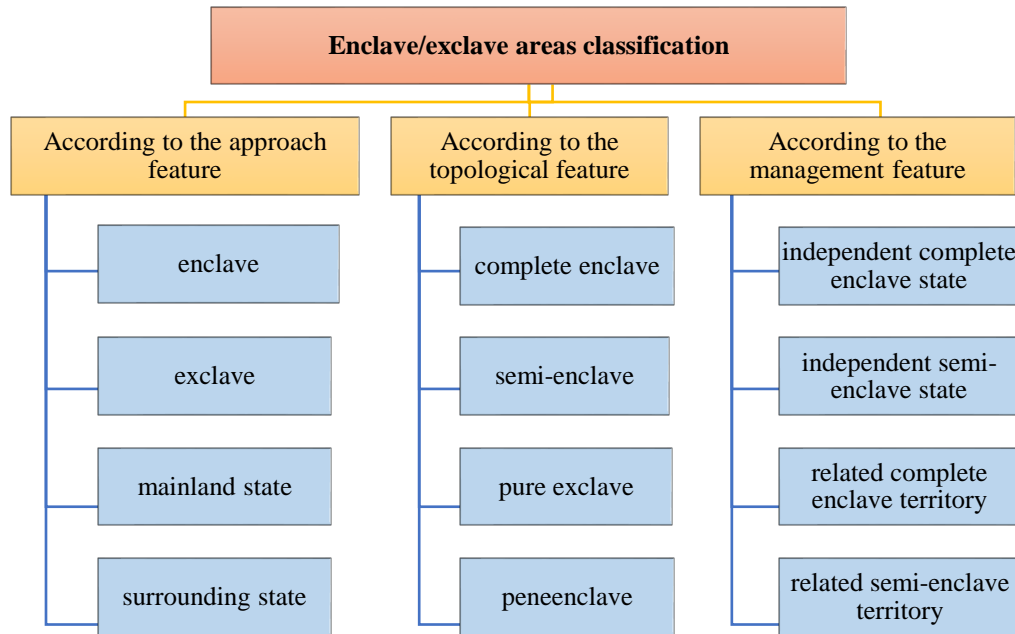
The system of international relations of the modern era is very important because of the existence of many complex and difficult problems. Critical, political struggles among states, delimitation and demarcation of the exclave / enclave and state borders causing armed conflict are among the most pressing issues. Most of the current conflicts and inter-state conflicts in the world are directly or indirectly related to regional conflicts.

THE MAIN PART

Numerous studies have been done on the analysis of the political and social status of the enclave / exclave. In particular, foreign experts were directly involved in the work of E.Vinokurov

(2007), M.Vinogradov (2003), S.Juravsky (2000), A.Koychiev (2001), V.Maslov (2001), E.Schuler (1876).

Figure 1 Manifestation of the enclave / exclave territories



The figure was formed by the authors

The geography of enclaves / exclaves is unique. As a result of highlighting this peculiarity through various economic and geographical principles, it becomes possible to perform a comprehensive analysis on the basis of meaningful integrity (Figure 1).

The enclave / exclave areas can be categorized according to the principle of geographic and geopolitical approach – enclave, exclave, mainland state, surrounding country.

Enclave (in French, enclave means "lock", "encircle") is a part or territory of one state surrounded by the territory of another state [1, p. 351] that is, the enclave is an area belonging to one country, but within the borders of another state [2, p. 84]. In particular, San Marino is a state within the Italian Republic, surrounded by its territory. In the broadest sense, the enclave is the state of isolation of a particular area, subject, group or event from the environment. In particular, the term is used in many fields, apart from politics and geography, and is usually used to refer to the existence of a particular part (alien fragment) within a given environment. In geology, the term "enclave" is used to identify individual rock fragments.

In church law, the term "enclave" is used to separate the area from another area, which is traditionally encountered by another eparchy [3, p. 11].

In economics, the term refers to industries within the national economy dominated by foreign capital (for example, the sugar industry in Africa and South America).

The term is used extensively in sociology and other social sciences in the sense of a densely populated area that differs significantly from the surrounding area by national, political, sociocultural or other characteristics. In the literature, we often find the terms "ethnic" or

"religious" enclaves used to describe particular ethnic and religious groups in densely populated areas [4, p. 18]. The term is important in studying the structure of settlements and townships, ranging from residential quarters to ghettos in other Chinese regions [3, p. 12]. In addition, the term is widely used in the military, agricultural, land management and industry.

The enclave is a part of the mainland state territory, which is surrounded by the territory of another state as a geographic category. The concept of area includes not only land, but also territorial waters. An enclave is part of a territory of a particular state, completely enclosed by the territory of one or more states, and is an integral part of the territory of the State concerned.

The concept of enclave has a history of its use as a regional category. Although the term itself is not used, information on the existence of enclaves in certain areas is primarily found in religious sources. The Madrid Treaty of 1526 is the first official document to use the term "enclave". In English, the term "enclave" was introduced later, in 1868, then French.

Exclave. Although the term is used in reference to enclaves, these concepts do not have the same meaning. Consequently, both the enclave and the exclave are the same geographical location. However, if the enclave refers to another geographical entity - the area enclosed by the territory of the state, the exclave geographical entity - is used by the state to which the territory belongs [5, p. 29]. The word exclave is a logical extension of the enclave, which means Latin "exo" - external, "claves" - that is, "outside land and surrounded by another state."

Thus, if the isolated area is enclosed by location, it is considered as exclusively relevant. For example, Vorukh is located in the republic of Kyrgyzstan, although it is owned by the Republic of Tajikistan. It will be an exclave for Tajikistan and an enclave for Kyrgyzstan.

Both the mainland state and the exclusion zone are the territorial parts of one country. If one needs to theoretically prove which of these is the mainland state and which is the exclave, then what could be the decisive criterion for determining the mainland state and the exclave? Specifically, EY Vinokurov proposed to study three theoretical criteria: first, the location of the capital, the second, the relative size of the territory, and, thirdly, the relative population. In practice, in accordance with international law, it is preferable to designate the capital city as the principal state, regardless of population or territorial size. The main reason for this is the central concentration of state power. As noted above, this is a rare occurrence when determining the status of territories. For example, the East Bengal region, where more than half of the population of Pakistan was born in 1947, was considered as Pakistan's exclave until 1971, when the independence of Bangladesh was declared. As the state capital and administrative authority are concentrated in the western part of the country, western Pakistan is regarded as the mainland state over East Bengal [3, p. 42].

The mainland state. The mainland country is the enclave, which is administratively separated from the territory to which it belongs. While many scholars, including G. Robinson [6], H. Catudal [7], B. Whyte [8] refer to the mainland state as a "family state", P. Raton [9] prefers to describe it as a "central state." 4, p. 18]. For example, Livia is an enclave for France, a Spanish exclave. Therefore, the main (family or central) country for this exclave is Spain.

Surrounding state. If the enclaves are not geographically interconnected with the mainland state, it is naturally located within the territory of another state. The surrounding country is a country that encloses the enclave but does not belong to it. Also referring to the surrounding

country, H. Catudal is featured in the 1979 book *The Exclave Problems of Western Europe* and B. Whyte's 2002 book "Boordering on the Ridiculous? While a Comparison of the Baarle and Cooch Behar Enclaves used the term "lord state," Robinson recommends that the 1959 Exclaves article be called a "neighbor state."

The development and socio-economic life of enclaves are often dependent on the surrounding state. If the boss prevented the state from taking over its territory, life in the enclave would be like a prison. M., Shahimardan is an Uzbek territory, but enclave located in Kyrgyzstan, which, due to border problems between the two countries, has made it difficult to enter and exit the border. It was not difficult to see how difficult the export-import relationship could be. As a result, the enclave looks like an area in a closed boiler, disconnected from outside the world. Now, as interstate relations improve, so does the boundary rather than the separation of borders.

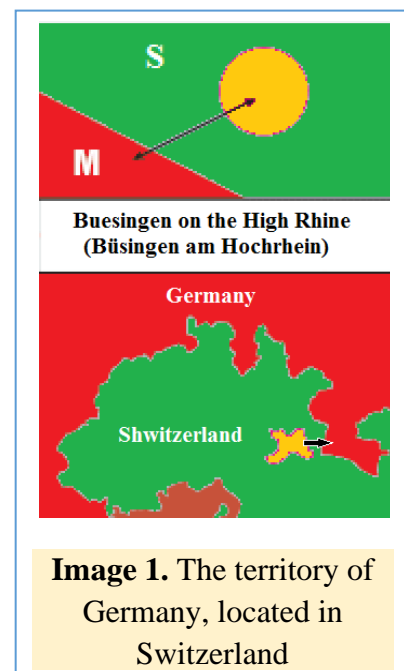
The territoriality of the enclaves / exclaves is more clearly expressed by the location rather than by *the classification of the topological principle* (Greek, "topos" - place). There are various territorial variations of the enclaves / exclaves, taking into account the extent of the enclave enclosed with the surrounding state, the specificity of the mainland state. Based on the above topological principle, the enclave / exclave areas can be subdivided into the following categories: complete enclave, semi-enclave, pure exclave, Peneanclav.

A complete enclave is part of the mainland state territory, which is surrounded by another state. Geopolitically, they can be compared to islands. Not only by water, but by "alien land", it is cut off from the family state (Image 1). Most enclaves in the world are located very close to the mainland state border and the population can travel within a short distance. For example, the exclave of Suleimanshah in the Syrian territory of Turkey is only 200 m away from the mainland state.

The location of the enclaves close to their motherland is closely linked to their historical formation, which is a gift or inheritance of past enclaves in the past (Arabic – Movarounnahr, Middle and Middle Eastern countries, owing to the great medieval rulers [10, p. 345]) which are characterized by its composition as a feudal property.

There are 256 complete enclaves in the world, 253 of which, or 98.8%, are within 10 kilometers of the mainland state border [4, p. 56]. In particular, "geopolitical islands" are formed in the Ferghana Valley of the Central Asian region. The enclave / exclave areas in the Ferghana Valley, as in many other parts of the world, are the "product" of imperfect restriction.

Formation of the border problems in Central Asia was caused by the national borders of 1924. Little attention has been paid to the historical, geographical, and socioeconomic features of the peoples of the region. The cultural and economic activities of the people of the region in spite of the differences in their language, and the language was politically unified under the single management. As a result, paved the way for much bigger border issues. After all, the basis of the separation of the national state was based solely on national principles.



In fact, in the spiritual and ideological sphere, the Russian policy was to practise a Russian form of culture in the form of a nationalist, meaningful socialist, and in the future to promote the integration of the indigenous population with the "velicors" [11, p. 247].

That time, academician V.V. Bartold prepared in accordance with the government's request, "Zapiska" showing that the national boundary in Central Asia was merely a copy from European countries and did not correspond to the historically-based economic types. V.V. Bartold also emphasizes the need to pay particular attention to the fact that Eastern states are formed on the basis of regional principles, while the European states are based on national principles, because in the history of the Eastern people the emergence of countries in the history of the countries played a significant role in the formation of historically established economic types and agro-climatic factors. The same situation allowed V.V. Bartold to conclude that although the Eastern states are multinational, national characteristics do not play a major role in the formation of national states. "National differences," writes academician V.V. Bartold, "have played little role in political life of Central Asia" [12, pp. 257–258]. Exactly as a result of political-administrative division of natural and historic area, which has a common ground, as in the above cases, there were problems with the use of components in the whole region (water, land, flora and fauna, minerals). These problems are particularly acute in the enclave / exclave areas formed in the Ferghana Valley. This can be seen in the enclaves / exclaves of Sokh, Shahimardan, Vorukh, Sarvak, Chongara (Northern Sokh or Qalacha), Djangail (Khalimion or Northern Shahimardan) and Western Qalacha (Kayragach) (Figure 2).

In this regard, for the first time in recent years inter-regional and transboundary cooperation has been established, and interaction at all levels has been intensified to address such problematic situations. In particular, it is worth mentioning the words of the President of Uzbekistan Sh.M. Mirziyoev: "In 2017, we and our neighbors have solved many sensitive issues such as sharing water resources, establishing borders, opening checkpoints, rebuilding and expanding transport routes." In particular, the exclave, enclave, and other problematic border areas between Uzbekistan and Kyrgyzstan, and the unfinished delimitation work with Tajikistan, are being positively addressed [13, p. 516]. The practical result of such work is the termination of the Barak enclave. In August 2018, Uzbekistan and Kyrgyzstan agreed to exchange land, meaning Uzbekistan allocated land in the area equal to the enclave from the border with neighboring Kyrgyzstan. As a result, the long-standing issue of Barak was resolved.

In addition, there are enclaves, which were formerly directly adjacent to the mainland state, and then, as a result of the adjacent state's occupation of the border, renting land and pasture, the territory became separated from the mainland state.

This can be seen in the relationship between Tajikistan and Kyrgyzstan. Particularly in the 30s of the 20th century, at the time when the land could be replaced by food, meat, etc., some of the pastures in the upper reaches of the Isfara River were leased by the Soviet Union in favor of livestock Kyrgyz. Thus the Kyrgyz began to control the pastures between Vorukh and Choruk. However, after the lease expired, the area was not returned to the Tajiks, and Vorukh, as an enclave, was cut off from the mainland state [14].

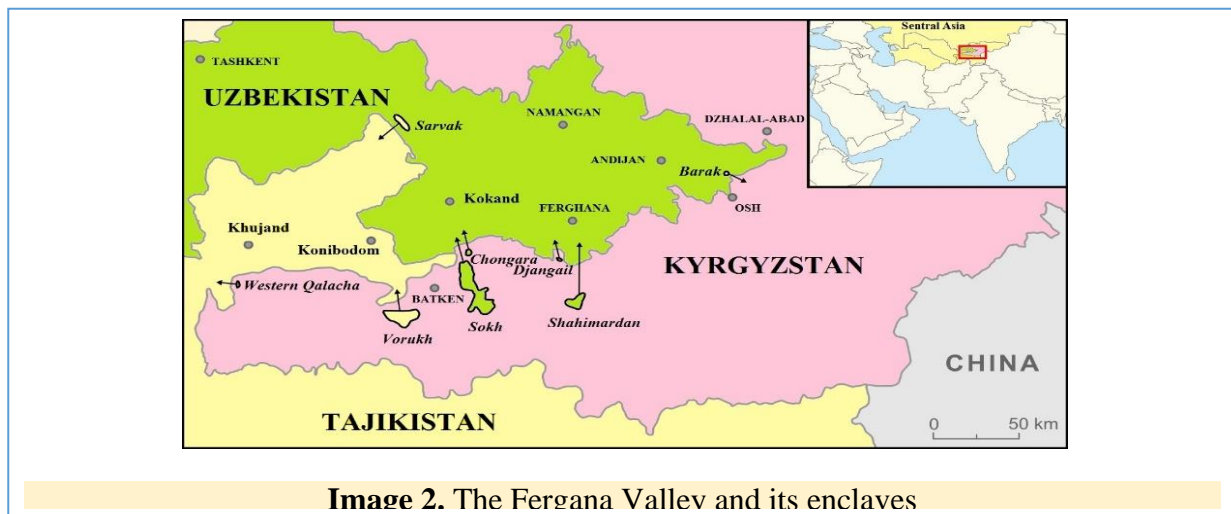


Image 2. The Fergana Vallev and its enclaves

While most of the complete enclaves exist only as an isolated "island", in some regions there are also a set of enclaves or geopolitical archipelago assembled in a particular area. In fact, there are not many sets of enclaves in the world. Among them are Baarle-Nassau (Netherlands, 22 exclave complexes in Belgium), Baarle-Hertog (Belgian-8 Dutch exclave complex), Bangladesh Cooch-Bihar (92 Bangladeshi Indian enclave complexes), Indian Cooch-Bihar (106 Bangladeshi Indian Complex in Bangladesh) of these [15, pp. 21-55].

Half enclave. The concept of area includes not only land, but also territorial waters. Although a part of the state is surrounded by land by another territory, it is known as a "semi-enclave" or "coastal enclave" if it has unilateral access to the sea [3, p. 28]. However, not every peninsula is a semi-enclave. Because the boundary of the surrounding state must be longer than the watercourse, and it is defined as follows:

LG / Lw > 1

In this case, LG is the length of land overland with the surrounding country, Lw is the length of the sea-boundary, the ratio of 1 is [4, p. 22]

The Republic of Gambia, 740 km west of the sub-region of West Africa, is surrounded by the Senegal Republic of North, East and South, and 80 km west of the Atlantic Ocean. Hence, its relations with other countries on the mainland are mainly through Senegal. In theory, if one should prove the nature of the semi-enclave, then, as mentioned above, attention is drawn to the ratio of boundaries, namely:

$$740 / 80 = 9.25 > 1$$

Apparently, the value is greater than 1, and the land limit is about 9 times longer than the water limit. All this confirms the absolute semi-enclave of the Gambia.



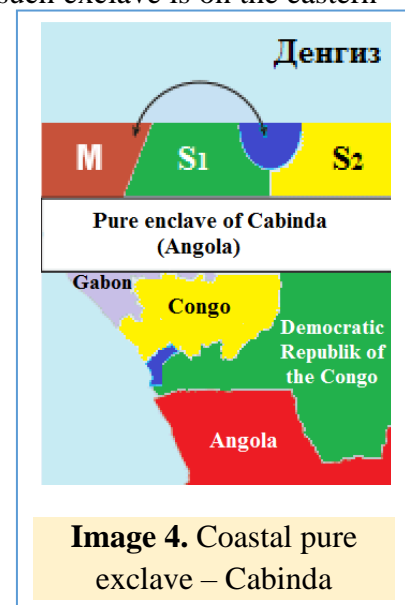
Image 3. Pure exclave in the land

Pure exclave. If there is a more commonly used term “enclave,” you may wonder if the term “exclave” itself is necessary. The importance of this term can be clearly demonstrated in the presence of regions that can represent "pure (real) exclaves".

Pure exclave is a geographical entity separated from the mainland state and surrounded by more than one state. In general, a pure exclave cannot be an enclave in relation to other countries, but it is exclusively an exclave of the principal territory of the State concerned. For example, the Nakhichevan Autonomous Republic belongs to Azerbaijan. However, it is located on the border between Armenia and Iran, separated from the main region (Image 3). Accordingly, Nakhichevan cannot be an enclave with respect to either Armenia or Iran, but exhibits exclusivity, because it is isolated from the mainland state. In these cases, the problems associated with the enclaves originating from the surrounding countries may be less (although not significant), but the problem of the exclaves will continue to exist as they separate from the mainland state. The importance of relations in this regard can be seen in the case of Kaliningrad region of Russia. This area is in line with the scientific definition of a pure exclave. Because it borders two states, Poland and Lithuania. On the other hand, these two countries are members of the EU. Therefore, Kaliningrad region is a semi-enclave in relation to EU countries, ie the exclusion of citizens in the exclave and the problems in supply and export of goods are due to the EU's discretion.

The use of a term depends on the context in which the enclave / exclave is studied in relation to the outside world. The fact that Kaliningrad was cut off from the main territory of Russia, as well as the border with the two countries, indicates its exclusivity. However, how does its ability to reach the sea like a semi-enclave prevent it from being called a pure exclave? In fact, no. Because the territory can access water, but first, it has borders with more than one state, and secondly, separate from the mainland state. In this regard, the pure exclaves can be divided into two groups: a) Pure excursions within the land (such as M. and Nakhichevan); b) Coastal Pure Exclave - part of the exclave is connected with water. For example, Angola's Cabinda region is separate from the family state, to the right of the Congo River on the Congo and KPR border, and to the west washing off the Atlantic Ocean (Image 4). Another such exclave is on the eastern shore of the Mediterranean and a part of Jordan is the Gaza Strip. It borders with Israel on the east and with Egypt on the west. Were it not for a short distance to Egypt, it would have shown half the enclave.

Peneenclav (Latin, "paene" – almost, "enclave" – closed, enclosed) is an area that is not separated from the mainland state of the country, but its connection with the neighboring state is mainly. Although the Peneenclaves are not separated and dislocated as enclaves / exclaves, they are similar to the enclaves / exclaves in connection with the family state and the similarities of the existing problems. For example, the economic region of Fergana is the eastern region of Uzbekistan, separated from the main territory of the country by the Kurama Mountains. During the Soviet era, Tajikistan had no problem connecting with other parts of the country by road and rail across the Asht region of Tajikistan. However, once the states gained independence and the



border crossed the border function, the Fergana region represented a peneancliness and problems with freight and passenger traffic. Although the Tashkent-Angren-Kokand motorway connecting Tashkent in 1959 had been carried out, its low throughput and orographic complexity made it difficult to communicate. Therefore, from the first years of independence great attention was paid to road independence. For example, the repairs of the transcontinental highway from Uzbekistan to Uzbekistan in 1999-2000 were carried out in accordance with international standards, and later, the Angren-Pap railway (2016) was eliminated, although the Peneoclave nature of the Fergana valley is still somewhat difficult. situations are noticeable.

Examples of Peneenclavian regions include Kleinwaldzertal (Austria), Point Roberts (USA), Dramalli (Ireland). Furthermore, when the main region is connected with the peneanclavia through the tunnel or others, its enclave features are lost. Until 1912, Samnaun in Switzerland (before the construction of a mountain road), and until 1948, Val D'Aran in Spain (before the construction of a mountain tunnel) was characterized by a peneoclave, and now they are excluded from the list, etc. [4, p. 40].

If the geographical nature of the enclaves / exclaves is geographical, their sovereignty is a political aspect. From this point of view it is possible to distinguish between management principles, ie sovereignty – Independent full-state enclave, independent semi-enclave state, corresponding full-enclave territory and corresponding semi-enclave territory.

Independent complete enclave is a sovereign country, surrounded by only one state. At the same time, all external communications (excluding air transport) are carried out through the surrounding country. Countries of this type are often referred to as “enclave states”. Only three states in the world - the Vatican, San Marino and Lesotho - have this status. In particular, the Vatican (44 hectares) and San Marino (61 km) are fully surrounded by Italy, and Lesotho (30.3 km) with South Africa.

An independent semi-enclave state is a landlocked state, but with access to the sea [16]. Due to the nature of the semi-enclave, as described above, the land boundary must be longer than the watercourse and be related to the surrounding state. In this respect, countries such as Denmark (Germany), the Republic of Korea (with the DPRK), Canada (with the US), Qatar (with Saudi Arabia), and Portugal (with Spain), although bordering only one state on land, are not semi-enclave countries. . Firstly, their coastal line is longer than the land boundary, and secondly, they have no access to the neighboring state as a result of their free access to the open sea. This means that any country that can access water from one side cannot be a semi-enclave state.



Image 5. Gambia is an independent semi-enclave state

Among the semi-enclave countries in the world are the Brunei Sultanate, the Gambia and the Monaco prince. Gambia's border with Senegal is 9 times longer than the coast line (Image 5), while Monaco's border with France is about 3 km longer than the coast. Brunei is a semi-enclave state on the island, surrounded exclusively by the

North China Sea and the rest of the Sultanate of Malaysia.

Complete enclave area. This territorial unit of the enclaves is independent of itself and is a component of a particular sovereign state. At the same time, they should pay special attention to their legal aspects. In particular, the enclaves may be de facto (in practice), but if de jure is not recognized, there may be specific regional problems. In particular, although the West Berlin enclave exists in the territory of the former German Democratic Republic, the Socialist Germans did not recognize it de jure, and only in 1949 West Berlin was recognized as the German enclave in the GDR region [17, p. 22]. Such cases of enclaves / exclaves should be explained through the dynamics of political and economic relations between the countries.

Relevant full enclave areas include all enclaves / exclaves that have not been abandoned by the “enclave state”. M., the Oman exclave of the UAE, such as Madha or the Azerbaijani exclave of Armenia, is part of the administrative state of the mainland state.

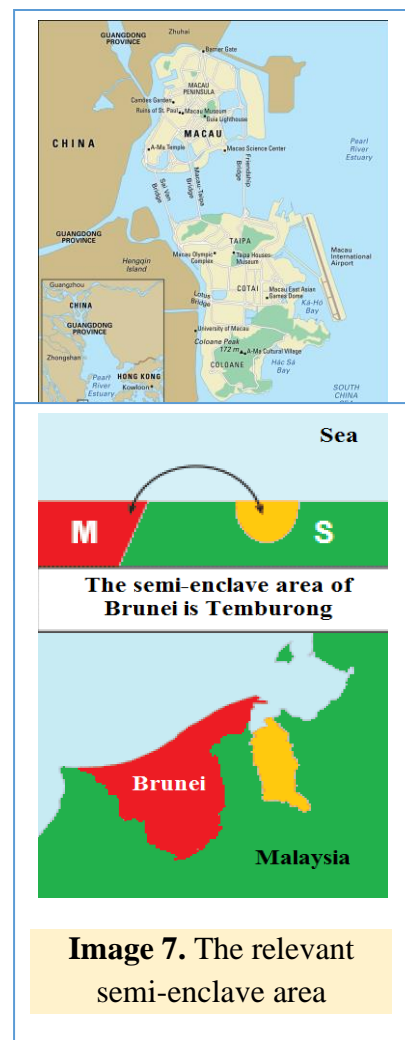
Relevant semi-enclave area. In terms of sovereignty, such semi-enclaves are part of an independent state and differ from the independent semi-enclave in terms of governance. The legal status of the relevant semi-enclave is its main focus. In particular, the Macao semi-enclave de facto has long been known as the Portuguese coastal exclave on the territory of China (Image 6), but has never been officially recognized as the Portuguese territory by the Chinese government because of the leased territory [18]. However, de facto Macao as the Portuguese exclave has existed on the coast of China for over four hundred years. In December 1998 it was officially included in the PRC.

Among the semi-enclave territories of any independent state in the world are Temburong Province (east coast of Brunei), Alaska (Northwest 49 US), Crimean peninsula (Republic of the Russian Federation), Musandam Province (Northern Conservation Oman) Such as Ambeno County (western province of Timor-Leste). Of the aforementioned semi-enclaves, Temburong is a semi-enclave area belonging to a semi-enclave state (Image 7).

CONCLUSION

The enclave / exclave territories have their own geographical, geopolitical, socio-economic features. In particular, the presence of enclaves is the result of boundary incompatibility. Moreover, administrative and territorial boundaries, which were not conducted during the colonial period without deep analysis, have become international over time and are causing inter-state tensions. Typically, the enclaves are based on several indicators:

- ✓ right to enter the enclave;
- ✓ economic issues, especially trade;
- ✓ Dependence on the surrounding state in terms of provision of necessary resources, ie food, drinking water, heat (electricity and natural gas).



The geographical and geopolitical analyzes above show that the surrounding state possesses factors that can easily exert pressure on the enclave. At the same time, the main and surrounding states use the enclave as a weapon in the "big game" of geopolitics. Therefore, the presence of enclaves is of great importance in interstate relations.

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ACADEMICA

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TESTICLE

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ABSTRACT

Anatomic structure and topographical location of the testis. Their histological structure, as well as physiological processes. Mechanical, physical, and chemical disorders of the function of the connector. Which countries are most likely to have sexually abnormalities. Different diseases in the testicles and treatment mechanisms.

KEYWORDS: *Testis, Testis, Spermatozoon, Seed, Sex, Hormone.*

INTRODUCTION

The content of the article: testis (testis, Greek - orchis) is one of the dual organs in the human body. This hormone is important for the formation of secondary sex symbols in boys. These properties of the testicle cause the inclusion of ulcers in the gland. The testis hangs in the germ of the sperm. The sperm transmits the seed path, blood, blood vessels, nerves, and muscle fibers. The testis is separated by a barrier between each other. The horn is very well protected from the outside, it is surrounded by 7 layers of crust. It has an oval shape and is slightly flattened on both sides. distinguishable edges. This is explained by the fact that the edges are located on the back of the edges, and the thickness of the retina lies in the excess of the testis. The human body is 0.7% of the total body weight. The testis is covered by a whitish veil (tunica albuginea) with a testicular parenchyma (parenchyma testis) at the bottom. The back of the testis enters the tissues that attach to the testicular pharynx from the inside, forming the testicular devoir range. In these pieces there are 3-4 burrowing seed tubes (tubulin seminiferous contorti), which produce hypermethystoids. These tubes perform important functions and functions. They are joined to one another and form the right seed tubes. The right testicular tubes (mediastinum testis) are inserted directly into one another. There are 11-14 testicular drainage tubes in the testis and move to the back of the testis.

The testis has separate cells that act as a secretion. They produce various hormones and fluids. Sertoli cells in the testis secrete the hormones called phagocytosis and igniting, which provide nutrition for the sperm. In addition, Leydig cells, together with testosterone, which is a

male hormone, secrete an estradiol hormone that acts as an estrogen. These cells are regulated by the pituitary gland.

Scabies: The testis (epididymis) is located on the back of the testis. It is anatomically divided into 3 parts:

1. Head (caput epididymis)
2. Body (corpus epididymis)
3. Tail (cauda epididymis)

The testicular tubes form 12–15 testicular segments in the form of a conis, separated by a thin film at the beginning of the torsion testicle. The anterior testicular tubes form numerous curvature and move in the direction of the tail.

This tube becomes the seed-bearing testicle in the tail of the testis. Male sex cells (spermatozoa) are formed only in the twist of the testis. The remaining tubes of the testis and testicles are the seed-bearing tubes. The embryonic development of the testis develops in conjunction with the urinary system. The testis develops slowly as it moves slowly across the fourth lumbar vertebra. When the testis reaches the 5th lumbar vertebrae, the urinary tract is separated from the urinary system and directed downwards. When the fetus is three months old, it stops near the anus and is there for a long time. By the age of 7 months, testicles begin to enter the canal. The baby is in bed before birth or at birth. During this time, the testis is formed. In some cases, the testicle can be left in the abdomen or in the anterior duct without getting into the bowel, resulting in birth defects. If the mop yak does not fall on one side, then the monarchism, if not on both sides, will cause diseases called cryptorchism. The cause of the congenital aneurysm is the obstruction of the peritoneal cavity. Because testis is an important part of the male genitalia, it has led to numerous investigations. Another characteristic of the testis is that the temperature in it is 2 - 3 degrees below the body temperature. This indicator is important for germination. It is also harmful to wear long diapers for young boys. Tight teenagers wear tight shirts as they cause the ostrich to cling. This causes the testis to approach the body temperature and impair its function. The fact that chefs are constantly working at high temperatures can cause different sexual weaknesses. When given attention, the testicles are located close to the body on cold days, and on hot days, on the contrary, away from the body. This property of the testicle regulates its temperature. Now we will examine some diseases of the testicle. Cryptorchism: The name of the disease is of the Greek origin, meaning "hidden testicle". The testis is not out of the ordinary, but on the outside. Pathology of the fetus chromosomes, hormonal defects in the mother and fetus, defect of the duct and other factors cause the testis to fall out of the cavity. As you know, in the 9th month of pregnancy, the testicles are completely sore. The birth of a testicle at birth is one of the most important signs of a child's health. Parents need to be vigilant, and if the testicle has not been in bed for 6 months, I have to take it to the doctor immediately. Typically, children who are 2-3 years of age are treated with medication. Aging catalysts are recovered through opiate. The longer the delay, the more severe the consequences. There are many kinds of crypto currency. In a fake cryptorchism, testicles are often found on the bed and can be treated without surgery. If a child is diagnosed with genuine crypto currency, it is necessary to provide timely treatment or surgery, as mentioned above. Children do not have to worry about the disease because of the pain. It is important to feel the body for inspection, and to undergo ultrasound to be more sure. Orchitis: This is a testicular disease, and is a complication of many diseases. These are infectious

diseases such as parotitis, influenza, sore throat and typhus. In addition to these diseases, it can be caused by damage to the walnut. Sharp orchid pain in the testis causes sudden pain, redness and tension in the affected side, and fever. The temperature may rise to 38-39 degrees, and the patient may experience severe tremor. The disease may increase the size of the testis, but the size of the testis remains unchanged. In this case, the more the patient moves, the greater the pain. This can be caused by the pain in the thigh and the pain in the thigh. With the beginning of pus in the orchid, the skin becomes red, causing some softened areas in the testis.

CONCLUSION

This can lead to worse consequences. In the course of the disease, non-recurrence can turn into a chronic type. This can lead to complications such as infertility, epididymitis, testicular atrophy. Every organ in the body is the most important to him. Therefore, we must take care of every organ and perfect it.

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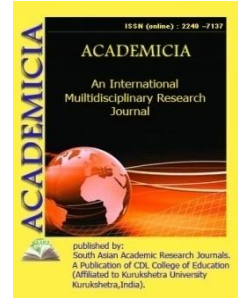
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ACADEMICA

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INTEGRATION OF EDUCATION AND PRODUCTION IN PRACTICE ORGANIZATION

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ABSTRACT

During the course, the students prepare for the professional activity on repair and maintenance, as well as use construction machines in construction sites. The issues of cooperation between the enterprises of the region and employers' enterprises on the organization of the production practice is discussed in the article.

KEYWORDS: *Practice, Specialist, Production, Education, Integration, Independent Work, Technology, Qualification.*

INTRODUCTION

Implementation of ideas for integration of theoretical and practical knowledge and skills in professional training is one of the key areas of improvement in production practice.

The positive impact of theoretical and professional knowledge, skills and qualifications on the quality of vocational training for future junior professionals is as follows. First, the process of acquiring (mastering) students' work practices, methods, and operations is more conscious and thus provides a solid foundation for future career.

Secondly, there are favorable conditions for the formation of general professional skills and competencies inherent in related professional groups, which ensures high professional mobility (mobility) of the specialist in the maintenance and maintenance of several professions.

Thirdly, there will be a real opportunity for students to successfully acquire basic, basic technical and technological skills and to transfer them to new working conditions of the employee. Fourthly, to some extent it will be possible to model future activities and lay the groundwork for certain work tasks.

MAIN BODY

It is well-known that training and production activities consist of three interrelated key components, such as labor activity: target (approximate), executable, and controllable.

Its first step is the approximate basis, the mental image that underlies the actual activity.

In other words, if a teacher places a significant emphasis on the initial stage of his work - the approximate framework and, to some extent, organizes the process of examining the practices, methods and operations of practitioners, then the formation of practical skills and abilities in the trainees. At the same time, according to psychologists (NV Kuzmina, ZA Reshetova), the intended actions provide for the acquisition of skills by separating the most important invariants in the learner [1,2].

Their research shows that the implementation of the psycho-physiological laws mentioned in the course of industrial education is facilitated by the establishment of a consistent relationship between the study of the actions (actions), methods and operations of the science.

Incorporating interdisciplinary information (building materials, construction machinery and building technologies) that provides the natural basis of labor practices and methods that are explored in the context of word-of-mouth or written instruction from the practitioner does not only enhance the form-switching mechanism, but gives a qualitatively different level of skill related to activity (intellectual model) [3].

The skills formed in this way include generalized skills, because the physical phenomena, laws and laws that follow are invariant to the variety of similar activities that a prospective junior specialist may have.

For example, students' knowledge of road construction will enable them to undertake work and operations aimed at addressing deficiencies in the construction of asphalt and concrete pavements.

This well-planned framework allows students to develop interactive skills that not only enable students to master the essence and required consistency of work practices and methods, but also to successfully integrate these types of activities by a future professional.

This will undoubtedly have a positive impact on the quality of practical training and development of key professional qualities.

It is desirable for these skills to be combined with the basic knowledge of the general disciplines in the practice of production practice in specific objects and situations of educational production, since under these conditions mental operations become a form of practical skills.

This will, on the one hand, enable students to develop professional skills and qualifications more effectively, and on the other hand, will help students successfully adapt to the real conditions of modern enterprise.

Different pedagogical technologies and traditional teaching methods can be used to organize production practices, as well as to teach other disciplines.

Pedagogical technologies: modular, contextual, problem-based, stratified, urban-oriented, computer-based, and other technologies, each pedagogical technology (PT) with its own goals,

orientation, forms, methods and means of teaching, evaluation and control systems are described. The effectiveness of such learning technologies is determined by the content of the material studied, the level of teacher and student readiness and other factors.

The content of the subject matter is the key factor in the choice of technology. In particular, the technology of interactive teaching in the study of social sciences, and the teaching of natural and mathematical disciplines are the most effective. Teaching technologies, based on the modeling of professional activities in the learning process are specific only for special subjects and practical training.

Active learning technologies for production practices are effective, and the transfer of learning technologies from one subject to another is not always effective or expedient.

At the same time, according to AA Verbitsky, "... this is not about the strong links between the content of teaching and the peculiarities of one or another technology].

In our view, one of the ways to increase the effectiveness of students' practice is to implement an individualized approach to vocational training using integrated learning technologies, using organic reproduction techniques in modular and contextual learning principles.

For the formation of professional qualities of the person it is necessary to provide independent work of students at the enterprise. In modern didactics, researcher N.M. Morozova identifies three aspects of independent case review:

- 1) As a way to achieve independence in the development of independent work, the development of creative potential of the student;
- 2) The active work of the independent student in obtaining information;
- 3) Organizational forms and methods of independent work of students in the development of individual plans of educational process.

Professional independence is formed as a manifestation of the students' profound and solid mastery of their profession, their technical thinking, and the activeness and creativity in the task assigned to them. The concept of "professional independence" includes the intellectual and practical aspects and components of professional activities.

Strong psychological factors are involved in the development of independent work of students (knowledge, prestige, career, prestige, access to material wealth, influence, etc.). is considered

In the course of production practice, independent work influences the formation of an individual's professional qualities. There is a new understanding of the importance of students' independent work in the learning process, based on modern person-centered technologies.

At the same time, the independence of teaching is not only self-organization in fulfilling general requirements (as in traditional teaching), but first of all, an independent work at the level of an inductive work plan, taking into account its psychological characteristics, bases, and knowledge base.

The task of the teaching staff, practice leaders and industry professionals is to create the pedagogical environment for students to work independently during the internship. In this case, pedagogical conditions, we mean, first of all, the implementation of a personal approach to

production practice, the same requirements for all subjects in the process of organizing, directing, supervising and evaluating practice.

Formation of professional qualities of the student in the course of independent work of the student is related to the rational organization of labor during education and the conformity of the nature of work to the following requirements:

- Moderate complexity requiring constant reference to theoretical knowledge, normative and technical documentation;
- Maximum manifestation of the student's activity, perception and initiative;
- Approval of social importance, timely assessment, etc.

An essential prerequisite for the development of a future specialist is to fulfill his or her production task independently. A part of the production task is to show the student a passion for work and hard work, a sense of satisfaction with the work performed independently.

According to VP Bepalko and Yu GT Tatur, even the smallest successes give rise to a sense of pride in the profession and the importance of the individual in solving public problems [5].

In these conditions, the main areas of improving student production practices are:

(a) Formation of the content of production practices aimed at implementing the professional model of a competitive specialist based on personal and competent and competent approaches;

b) Creation of pedagogical conditions for successful implementation of production practice program, in particular:

- To establish the close connection between the practice of specialization with theoretical education and its consistency with other types of student practice;
- Integrated practice-based methodology and rational integration of active and reproductive forms and methods of practical training, providing iteration (acceleration) of the process of future professional training of future technicians;
- The organization of independent work of practitioners at the enterprises, formation of labor skills and qualification in the specialty;
- supervising the work of students in practice, the use of scientifically sound system of assessment and professional orientation of students, the introduction of certification of students;
- Development and active use of the methodology based on professional and social adaptation for practical students in the conditions of modern manufacturing enterprise.

There are two stages of specialization practice. The main objective of the first phase is to bring the skills and skills to the level of the initial qualification requirements in production education.

Adapting students to the real conditions of a modern manufacturing enterprise and to prepare future professionals for a positive attitude in the production team and independent decision-making.

CONCLUSION

Professional training of construction equipment and materials used in the enterprise, organization of labor and wages, provides the formation of skills to ensure safe working conditions necessary for successful mastering of educational programs at the final stage of training and further independent professional activity.

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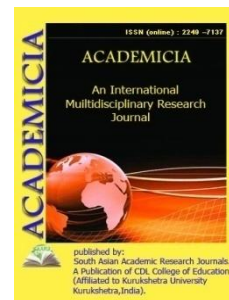
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THE ROLES OF ANTONYMS IN ENGLISH TEXTS

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ABSTRACT

The sensible importance of antonyms are dependent upon written agreement accessible consisting of daily life. Antonyms are involved in the process of texting and speaking, and they contribute to the display of color. It is not wrong to say that all words in the language are antonyms however there are many words in the dictionary of languages that may be anonymous. There are not antonyms of these words in English and Uzbek such as in Uzbek “nok, daftar, qalam”, in English “a dog, a pen, a girl”.

KEYWORDS: *Antonyms, English And Uzbek, Anonymous, Daily Life,*

INTRODUCTION

The word “antonymy” was coined by C. J. Smith as an opposite of “synonymy”. Since 1867, lots of efforts have been taken to define “antonymy”, but the problem is that the definition of antonymy tends to illustration rather than description. For example, if we would like to tell others what antonymy is, to give some examples like *old/young, tall/short, open/close, bad/good*, etc. will be more effective than to give a definition. However, finding a definition which could account for every example of antonymy is difficult, even problematic.

MAIN BODY

Lyons (1977) defines “antonym” as the words which are opposite in meaning and “antonymy” as the oppositeness between words. For example, “buy” and “sell” is a pair of antonyms and the relation between these two words is termed as antonymy. Leech (1981) puts forward the definition of antonym and antonymy in *Semantics* that the opposite meaning relation between the words is antonymy and word of opposite meaning is antonym. And a famous Chinese linguist Hu Zhuanglin (2001, p.164) simply says “antonymy is the name for oppositeness relation”.

Traditional definitions of antonymy only concentrate on the oppositeness of meaning. Some traditional definitions are as follows:

Word of opposite meaning; (Leech, 1981)

Word of opposite sense; (Pyles & Algeo, 1970)

Words that are opposite. (Watson, 1976)

These definitions are only rough ideas and over ambiguous. Croft notes that: "antonym has more powerful relationship between lexicon-semantic relations." Antonyms from native speakers are use intuitively in all walks of life. Antonym plays an important role in several fields of study, such as linguistics, psychology, literature or psycholinguistics and language acquisition in children. It is used to express binary opposition in all modalities and communication registers as spoken language in the writing, as to the facts as well as fiction, as the in the standard and unofficial use of language.

First, the role of linguistics in particular antonyms shown clearly their ability to better explain the meaning of the words clearly analogous or bilingual dictionaries. So, the contribution in the field of lexicography is of particular importance. In the field of linguistics, antonyms serve as a source of enrichment of the Albanian language through word formation, namely through the establishment of antonymic couples with the same root as the word-grammar by means of prefixes and rarely, in cases of stylistic antonyms, through suffixes.

Secondly, the connection with psychological antonyms can be linked with studies associating the word (word association) through which detects when the human mind is able to function in relation to countering.

Thirdly, in the field of literature, opposites are analysed as distinguishing features of dramatic prose. Even literary figures often are influenced by broader role of antonym. It also underlies such phrases as "Timid men prefer *calm despotism* to the *tempestuous* sea of *liberty*" aimed at emphasizing and clarifying the idea and the message given. Thus, it serves as a powerful tool in argumentation, narrative, explanation and description.

M.Samara states that "antonym (as well as synonyms and polysemy) enhances and strengthens the expressive character of political and social vocabulary to become more diverse, in its structure". It is precisely the need and demand for this style counterpoint to reality, occurrences, opinions, etc. that gives such value to the antonym. This presence in the lexicon of the antonym is done due to the emergence of new units such as: non-bureaucratic (from the noun bureaucratic). This is done through word-production models of the Albanian language.

Antonym is also important in the process of designing signs and icons such as traffic lights, as well as visual artworks of various kinds.

According to J.Thomai antonyms serve as:

- Explanatory tool for dictionaries in addition to school texts, in teaching a foreign language, etc.
- Powerful tools used in lectures expression of different styles of literary language, in fiction. Through their example antithesis built F. Noli in "Dead in exile" poem:

For he loved you when they hated you,

For he wept when they derided you,

For he clothed you when they denuded you,.

- Used in political pamphlets, humorous and satirical writings, etc., where its typified, social surroundings etc.

- In summary, we can say that in terms of the role of antonyms it can be said that it serves significantly in some respects as we have listed below:
- Antonym serve as a good explanation of the lexicography in the definitions of words in the dictionary.
- They also appear as a good tool for forming the antithesis in literature. Also, the figurative antonym meaning are expressive tools in literature.
- For the word-formation linguistic ability it can be said that they play a significant role in enriching the language and vocabulary.
- Importance of antonym observed in the process of mother language.

Antonymy helps achieve textual cohesion. It reveals the opposition and the unity of objects in languages. Employing antonyms in English texts correctly reveals the oppositeness of objects and produces a strong sense of comparison. Therefore, writers are fond of and good at employing antonyms in their literature works, because it makes the works artistically charming and powerfully convincing. Antonyms are widely used in poetry. English poet Alfred Tennyson had the famous lines in his *Ulysses* “Though much is *taken*, much *abides*; and though/ We are not *now* that strength which in the *old days*/ Moved *earth* and *heaven*; that which we are, we are;/ One equal-temper of heroic hearts,/ Made *weak* by time and fate, but *strong* in will/ To *strive*, to seek, to find, and not to *yield*.” How encouraging it is! Even a man in despair can get the power from the lines. And what makes the lines memorable and powerful is the use of antonyms.

In *Romeo and Juliet*, Romeo has the poem, “O *loving hate*,/ O *anything*, or *nothing* first created!/ O heavy *lightness*, serious *vanity*,/ *Misshapen* chaos of *well-seeming* forms,/ *Feather* of *lead*, *bright smoke*, *cold fire*, *sick health*,/ Still-*waking sleep*, that is not what it is!”

When antonymy is used in a speech, a clear-cut stand and a clear point of view are easily made. The language has stronger rhythm and helps being persuasive. As a result, many people employ antonymy in their speeches to state their opinions, justify their positions and influence the public opinion. This can be best seen from the speeches of American presidents.

Observing Barack Obama’s first victory speech in 2008, we are easy to read following lines: “It’s the answer spoken by *young* and *old*, *rich* and *poor*, *Democrat* and *Republican*, *black*, *white*, *Latino*, *Asian*, *Native American*, *gay*, *straight*, *disabled* and *not disabled* — Americans who sent a message to the world that we have never been a collection of *red* states and *blue* states; we are, and always will be, the United States of America.”... “In this country, we *rise* or *fall* as one nation — as one people.”... “our stories are *singular*, but our destiny is *shared*, and a new dawn of American leadership is at hand. To those who would tear this world down: We will *defeat* you. To those who seek peace and security: We *support* you.”... “And tonight, I think about all that she’s seen throughout her century in America — the *heartache* and the *hope*; the *struggle* and the *progress*”... “because after 106 years in America, through the *best* of times and the *darkest* of hours, she knows how America can change. Yes, we can.”

Abraham Lincoln once in his *Address at Gettysburg* had “The brave men, *living* and *dead*, who struggled here, have consecrated it, for above our poor power to *add* or *detract*. The world will

little note nor long *remember* what we *say* here, but it can never *forget* what they *did* here. ”. The effect achieved by the use of these antonyms is rather striking. With the beautiful language forms with the use of antonymy the persuasive power of the speakers are strengthened greatly and the audience are more likely to be convinced to a greater extent. Examples are many, not only in presidential speeches, like Barack Obama, Abraham Lincoln. Martin Luther King had “one hundred years later, the Negro lives on a lonely island of a *poverty* in the midst of vast ocean of material *prosperity*.”

CONCLUSION

Antonyms are words with opposite meaning. And antonymy refers to the relationship of oppositeness. Antonyms are exceedingly valuable in defining the exact meaning of a given word and its synonyms. Antonyms enable us to express briefly the opposite of a particular thought, often for the sake of contrast. As the examples above showed, antonyms are used to differentiate meanings of sentences and their structures and are a source of new means of communication. Even though they are linguistically explained, every second language learner of English language must be aware when using.

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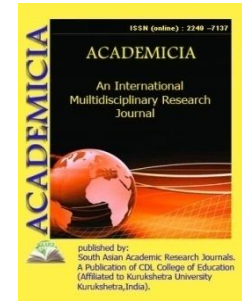
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PROBLEMS OF SOURCE AND HISTORIOGRAPHY OF THE AKHSIKENT

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ABSTRACT

In this article the issues of historiography and source study of the ancient capital of the Ferghana Valley, Akhsikent, are presented in a new interpretation. An analysis of the historiography of the "New Akhsikent", which appeared in the 60s of the 20th century and has no source basis. The author also made suggestions on the study of the city's history.

KEYWORDS: Akhsiket, Old Akhsi, New Akhsi, Source, Chulanov, Veselovsky, Bobur, Archaeologist, Research, Excavation, Earthquake, Omar Sheikh, Capital, Mongols, Invasion.

INTRODUCTION

The Akhsikent (Old Akhsi settlement) is the largest archeological monument in the Ferghana Valley. The history of the ancient city of Akhsikent, which has served as the capital of the Ferghana Valley at various times in our history, is largely derived from the preserved Chinese sources as well as the conclusions drawn from the archeological excavations carried out here. The history of the city after the introduction of Islam, that is, the medieval history, was mainly covered by Arabic, Persian and Turkic languages. Balazuri, Tabari, Saqi, Yaqut al-Hamawi, Ibn Hawqal, Ibn Hurdbeheh, Abu Zayd Ahmad bin Sakhl al-Balkhi, Istahri, Sayid Muhammad Tahir bin Abdul Qasim Kosani, Muhammad Bin Najib al-Baqran, Abdurazzaq Samarkand, Muhammad Salih, Hafiz Tanish The works of Bukhari, Abul Fazl Allami, Mirhond, Abul Fazl Bayhaqi, al-Fasih Havofi, Khondamir, Zahiriddin Muhammad Babur, Mirzo Muhammad Haydar, Mahmud ibn Vali provide information on the geographical location of Akhsikent in the socio-political life of the country.

MAIN BODY

Ancient scholars who have excavated the site say that the city dates back to the 3rd century BC, based on material and physical evidence and the earliest written Chinese sources.¹ According to Isaac Ibrahim,² the city was completely destroyed by the earthquake of 1030 A.D. 1621 CE.³

Numerous local and Arabic sources point out that Ahsikent is the ancient capital of the Ferghana Valley.⁴

Archaeological study of the Akhsikent began in 1885. Initially NI Veselovsky, a professor of the University of Petersburg, a well-known archeologist and orientalist, worked.⁵ In 1913 IA Kastane conducted another excavation and exploration.⁶ That same year, the famous scientist Isaac Khan Ibrat also conducted research in Akhsikent. He published his observations in the 1913 issue of the Turkestan Gazette.⁷

Since 1960, under the leadership of Academician Yahyo Gulamov of the Academy of Sciences of Uzbekistan, specialists have carried out archeological excavations in the city of Axikent. I. Axrorov, Y. Archeological excavations were carried out by Kasimov, A. Anorboev and other research scientists in 1967-1969, 1970-1974, 1980-1990 and later and important data and material evidence was collected.

Senior researcher of the Institute of Archeology of the Academy of Sciences of the Republic of Uzbekistan, Doctor of Historical Sciences A.Anorboev has published numerous scientific articles and brochures as a result of his long research and excavation work at Akhsikent.⁸

There are a number of sources in Arabic and Persian, as mentioned above, in the case of Akhsikent source studies. As to the history of the Akhsikent, it is worth noting that the history of the city was partly touched upon in the works of archeologists. However, it is worth noting that the history of the Akhsikent was not a separate research topic by historians.

Nevertheless, there have been many scientific articles published on the history of the Akhsikent.

Since the 60s of the twentieth century, the problem of the "New Axis" or "Axis of the Temurids" has emerged in Akhsikent historiography. The author of this idea was YG Chulanov, employee of the Namangan Museum of Local Lore at the time. He published this "scientific discovery" in an article in the journal "Archeology of the Sovetskaya" by Gorodishche Ahsyket.⁹

In the article by YG Chulanov, he wanted to prove his findings that excavations in the Old Akhsi Monument belong to the beginning of the XIII century and that objects from the 15th and 17th centuries were not found there. At the same time, the author notes that the city of Akhsikent existed in later times, however, because archaeological excavations were carried out westward on the right bank of the Syrdarya to find the location of the Akhsi stronghold, since no evidence of that time was found in the Old Akhsi settlement.

As a result, it was concluded that the Akhsi fortress was the capital of the time of Umarshikh's burial place, 5-6 km to the west of the Old Akhsi village. He calls the Old Akhsis the Akhsikent I, and the New Axis the Akhsikent II

However, none of the historical works of the time contain the New Akhsi theme. This misinterpretation arose only after Y. Chulanov's article.

Y.G. Chulanov said that the ruins of the city lay about a kilometer along the Syrdarya river. The author concluded that the central part of the city must have been a fortress surrounded by ravines and rivers. He also said that the river was 500 to 800 meters above the river today and washed away the fortifications, leaving a small village called Akhsi in its place. Another Chulanov's assumption is that the river washed the right bank for 150-200 years, so that the ancient tomb that was here was also washed away. During the speculation, Zahiriddin Muhammad Babur's father in the cemetery wrote that the grave of the deceased may have also been swept away. At the end of the article, the following conclusions are made: 1) The upper layer of the Akhsi I belongs to the 9th-12th centuries, with no data available after the 13th century; 2) It is wrong to say that the city of Axi in the 15th and 17th centuries is identical; 3) The city of Akhsi (Akhsi II) was founded by the Timurids in the 15th century and existed until the 17th century.

Y.G. When Chulanov quoted phrases depicting Akhsikent in "Baburnoma", Asiruddin dropped the words that the poet was called Ahsikaty because he was also an Akhsikat. Had this sentence been translated in translation, Y.G Chulanov's "**scientific breakthrough**" in archeology would have been lost.

In almost all historical works since that time, the opinions of Y.G Chulanov have been repeatedly echoed by the Mongols, and the Temurids were forced to lay the foundations of the "New Akhsi".

As a result of the observation of the main source of the Akhsikent, the historiographical analysis of the Akhsikent, it was necessary to clarify this issue.

It is also important to note that historical and scientific works written by scientists are the primary source. Archaeological findings are the primary source for the period before the writing. Once the record is made, it will serve as proof of that information.¹⁰

It is noteworthy that there is little information available about how the Mongols invaded the Ferghana Valley. Nonetheless, in almost all recent works on urban history, it is noted that the valley cities, as in other parts of the country, were completely destroyed during the Mongol invasion of 1220-1221.

Also, many scholars have noted that the city was built about 5-6 kilometers west of the city during the Mongol era when the city was destroyed during the Mongol era. The Akhsi of the Timurid period, or the capital of Omarshaykh's cemetery, acknowledged that it was in the modern village of Akhsi. According to the information we have learned, Akhsi, Akhsikent, and Akhsikent are one place. European oriental and archaeological scientists, who were engaged in the study of the Akhsikent in the late 19th and early 20th centuries, referred to only one object, Akhsikent or Akhsi. It is also an ancient archaeological monument on the right bank of the Syrdarya along the present Shahand-Jomashoo road.

Looking at the analysis of historical studies dating back to the 1960s, there was no evidence that Temurids built a city in the village of Akhsi.

The scientist was a Russian orientalist and archaeologist in the late 19th and early 20th centuries, academics A.Middendorf and V.V Bartold; N.P Ostroumov, N. Pavlov and others refer to only one place - the Old Akhsi monument on the right bank of the Syrdarya.

We have to answer many more questions regarding the occupation of the Akhsikent by the Mongols. When did the Mongolian army invade the Ferghana Valley or Akhsikent? Who were the leaders of the Mongol army? Where and when were the battles? Who were Akhsikent, the rulers of Ferghana, or the army commanders in general? Most importantly, in what book is this about? Where does this information come from? Before we say that Akhsikent and other cities in Ferghana were destroyed during the Mongol invasion, we have to answer the above questions.

The extent to which the Mongol invasion occurred in the Ferghana Valley in general, and how they invaded Ferghana was a particular topic, and we will cover this issue in our subsequent studies.

If the Mongol invasion did not materialize in the literature of the 70s of the 20th century, then the fact that the city of Akhsikent was destroyed by the Mongols and that Omar Sheikh was forced to build the New Axis fortress was unfounded. That's part of the problem. Secondly, all the scholars, prior to Y.Chulanov, provided their scientific conclusions, confirming that the Old Akhsi was destroyed by the earthquake. Then why was the Y.G Chulanov's assumption as a scientific basis? In our opinion, no one could object to the opinion of this specialist from the center. There are other similar examples in this regard. For example, in the post-Soviet era, there was a negative attitude towards Amir Temur's identity, the deliberate distortion of the historical truth about the representatives of the Independence and Jadid movement, and the insult of hundreds of patriotic intellectuals. No objections or rebuttals could be given in these days. Suffice it to recall the days when academician I. Muminov wrote his only book reflecting the true opinion of Amir Temur.

For example, archaeologist I.Akhrorov did not comment on the New Akhsi during the period before Y.G Chulanov. Old khsi was devastated by an earthquake, and Umarshaykh wrote that the tomb was headed from there.¹¹ Since the late 1960s, Yu.G. He began to publish scientific articles based on Chulanov's opinion.¹² This means that it is natural to act in this regard without the "center line" drawn by the center.

Another important point is that linking the city's destruction with the Mongol invasion means forgetting our ancestors who died in the terrible Akhsi earthquake.

Recently, a number of scholars have published a number of articles and articles on the history of the reign of Ahsikent and Omar Sheikh.

It is the sacred duty of every intellectual to tell the general public about the ancient city, the capital of Ferghana property at different periods of our history.

CONCLUSION

One of the most urgent tasks today is to abandon preconceived ideas and write down the history of the Axiom on the basis of sufficient scientific evidence, and to investigate the causes of its destruction.

There are many scientific sources and archeological monuments that occupy a huge area.

Based on the above, it is necessary to rethink the issues of the Old and New Akhsi, the role of the capital of the Omarshaykh.

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NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING ENGLISH TO NON-LINGUISTIC

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ABSTRACT

At present, the quality of education of the younger generation to foreign languages, radical improvement of the system of training specialists in foreign languages, training of qualified specialists meeting international educational standards through mastering foreign languages is carried out in our country. Identifying the opportunities for learning and developing the language skills of the teacher, the creativity of the students, their love for the subject, and the building of partnerships with the student require a modern requirement. The resolution provides for further development of foreign language teaching, implementation of measures to improve the level and quality of training of highly qualified foreign language teachers for secondary schools, professional colleges and academic lyceums and higher educational institutions in accordance with international standards should be adopted to provide. At the same time, each language studied has its own rules, principles and principles. In order to become a highly qualified person who meets international standards, the learner needs to be aware of the most delicate layers of the language.

KEYWORDS: *Pedagogical Technology, Artificial Intelligence, Open Databases, The Ethics Of Using Data.*

INTRODUCTION

In today's fast-paced world, the vast majority of people speak two or more languages. Of course, the first of these languages is their native language, and many linguists believe that special conditions should be created not only for learning foreign languages but also for learning their mother tongue. It is worth noting that as a result of reforms in learning foreign languages, a growing generation of children, from preschool to higher education, will simultaneously compare their native language and foreign language. It is much easier to study linguistics by comparing genetically related and inter-genetically related language families with a high level of

international and interethnic communication. Textbooks, syllabuses and textbooks designed to integrate the education system in our country into foreign languages are a practical proof of these goals. Therefore, only a student who has a good knowledge of his / her language and culture can learn to love other languages. Mastering a foreign language requires special training. The question then arises - What is the need for a second language? The First President of the country, with the goal of creating a solid foundation for the future of our country, has issued a number of decrees aimed at the study of the most important foreign languages to ensure Uzbekistan's rapid integration into the world community. In particular, the decision of the Government of the Republic of Uzbekistan No. 1875 of December 10, 2012, "On Measures to Further Improve the System of Foreign Language Learning" The interconnected language is to ensure that the younger generation can express their thoughts in another language. In particular, the following reforms were replaced by the decision:

- The study of foreign languages, mainly English, is conducted throughout the country in the form of games and oral lessons from the first grades of secondary schools, and from the second grade to the learning of alphabet, reading and grammar.
- accepted by highly qualified foreign specialties, useful and technical specialties;
- Providing students and teachers of secondary, specialized secondary and professional educational institutions with textbooks and teaching-methodical complexes on foreign languages, re-training them in accordance with the established deadlines. Publication is free of charge at the expense of working capital of the Republican Target Book Fund under the Ministry of Finance of the Republic of Uzbekistan.

This decision made a radical change in the education system of Uzbekistan. New textbooks have been created for the younger generation, and English has been taught since preschool. In higher education some subjects are taught in a foreign language.

By learning a foreign language, you will be able to experience the intellectual potential of young people in the world, exchange ideas with them, analyze the process and compare our successes and weaknesses with them. Everybody should try to know foreign languages. People who know language area legacy of our forefathers. As our Great grandfather Farabi, who knows many languages, and has extensive experience in comparative learning of multiple languages will be the future of our country.

MAIN BODY

Our great ancestors are known and recognized throughout the world because of their scientific knowledge and the ability to convey their invaluable works in their own language. Central Asian science, culture and education are preferred. At the core of all of this is language proficiency, as we have repeatedly said.

The requirement for today's youth is also to learn foreign languages: to communicate directly with countries around the world, to freely and openly express their ideas to the public, and to learn more about Uzbekistan in the international community. It is also important to learn international languages to help maintain and strengthen the Russian language.

Providing and strengthening a special place in Uzbekistan means that we are aware of and analyze the latest developments in the cultural, educational, socio-economic, and medical and

sports world of the global world. It is necessary to show the people of the world the rich history and rich culture, as well as the great achievements of modern youth. And of course, language serves as a bridge.

However, not only are the benefits of language learning good, it is also important to note that concepts like state language, national language, and native language have always been a priority for all of us. necessary.

As each independent country has its own language, Uzbek language is the symbol of the independence of Uzbekistan. Learning another language should not lead you to conclude that your own language is restricted. Language is the state symbol, the mirror of the nation. It is the human duty of every nation to further enrich its language, to polish it, to expand its use, in short, to deliver it to the next generation.

Learning the foreign languages and utilizing each one to serve the development of the national language will help to balance the language in today's society.

The use of additional resources in teaching foreign languages, to enhance students' interest and interest in learning foreign languages, to teach each lesson in interactive, interactive methods, and to supplement them after the lessons. It requires teaching and extensive use of traditional techniques.

In the course of lessons organized using innovative technologies, students increase their interest in foreign language and improve their independent creative skills.

The term "innovation technology", as stated in the scientific literature of the etymology, means "innovation" (English innovation - innovation, invention, science, technology, innovation), while technology "as a linguistic concept. , a set of rational methods for organizing the scientific effort to ensure the achievement of the educational objectives, efforts, and resources. ”

The use of Cinquain, Brainstorming, Case, Zigzag, Cluster, Project, Method, Mind Mapping as specific methods of innovative technology in traditional pedagogy has yielded great results.

Below we talk about emerging new pedagogies.

Artificial intelligence in education. The term Artificial Intelligence (SA) is used to describe computer systems. The systems of artificial intelligence are rapidly penetrating schools, colleges and universities.

Although many people think of artificial intelligence as robot instructors, it does have some benefits. Student-based applications include a smart learning system, a dialogue-based learning system, a research-based learning environment, automatic writing assessment, and chat agents.

Teachers' programs, although underdeveloped, are also a supportive program for teachers to improve their knowledge. It should be noted that the abilities of students and teachers such as critical thinking, creativity, communication and collaboration must be taken into account.

It would be a great light if teachers, researchers and other interested parties were involved in developing both applications of artificial intelligence and methods of teaching and learning.

2) Learning through open data. More than 250 national, local and city governments and global organizations share, create, and use information with each other.

These organizations seek to access data used by the public, and many advanced services provide resources for open data research. Subsequent initiatives have led them to innovative education.

So, the question arises - what does open data offer as a material? What is its role in learning and teaching? The main factor is authenticity. Shared data is the result of real processes occurring within large organizations. Often used in professional work, the information has a real impact on our lives and the world around us.

The second factor is the importance of education in the capacity building of students. It can have a very strong psychological effect. Students will be able to compare what is happening in their town, village, or classroom with what is happening near and far.

Maybe in the process, they can also identify problems and draw attention to the problem, either local or the entire community. In one example, high school students were rewarded for construction projects in Italy while learning about public funding.

As it turns out, open data connects readers, and as a result of data literacy, transparency, and evidence-based actions, there has been social action for greater motivation.

3) Dealing with the use of information. In the growing education, the use of digital technology is accompanied by a constant increase in ethical questions. The moral issue here is how much information, for example, who owns it, how to interpret it, how to protect the privacy of students and faculty?

There were also cases of criticism of people they did not know. Maybe it's just a matter of time. To avoid such problems, develop a policy on data behavior in educational institutions, obtain students' consent to use data, analyze any information in their interactions, and learn about their views on education management systems. Ensure an effective training system, including student and staff support.

CONCLUSION

There is no official training. In order to do this, teachers should provide students with opportunities. In today's digital world, the exchange of information between institutions and universities further enhances their effectiveness.

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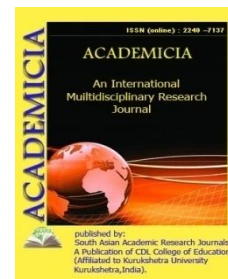
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ETYMOLOGY OF ANTHROPOLOGY IN ENGLISH AND UZBEK VISION OF THE WORLD

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ABSTRACT

This paper is devoted to the analysis of Etymology of Anthroponymy in English and Uzbek vision of the world. Language is the treasure which embodied the history, social-political life, spiritual, philosophical-religious outlook of a nation. These very peculiarities are especially visible in onomastics. Anthroponymy which are one of the inseparable and important branches of onomastics show the features above more distinctly. It is well known that in our country much attention is paid to learn history, spiritual inheritance and language as well. Basic researches being done on English and Uzbek anthroponymy are means of learning both the language and its historical-cultural background.

KEYWORDS: *Onomastics, Anthroponymy, Linguoculturology, Patronymics, Nickname, Pragmatics, Synonymy, Equivalent, Context.*

INTRODUCTION

Language is a communication tool. It is for sure, but the unrepeatable and incomparable duties of language are not only that. Because, language is the treasury which embodied the history, social-political life, spiritual, philosophical-religious outlook of a nation. These very peculiarities are especially visible in onomastics.

Anthroponymy which are one of the inseparable and important branches of onomastics show the features above more distinctly. It is well known that in our country much attention is paid to learn history, spiritual inheritance and language as well. Basic researches being done on English and Uzbek anthroponymy are means of learning both the language and its historical-cultural background.

MAIN BODY

Having both a given name and a surname is a relatively recent custom in Western Civilization and most likely had its origin in Great Britain. In our research we surveyed how Surnames Probably Started in Great Britain.

Many researchers believe surnames started in England during the middle ages when the king decided to compile a tax list. No wonder: In many villages there would be three men known as Stephen the carpenter, or Richard, the baker. William sent the heralds throughout the land. One of their products was the Domesday Book, which listed almost every person and their possessions, even down to the last pig. To avoid confusion, they asked to have two names, which then became known as the given name (first name) and the second name (surname). This is how Richard the baker may have become Richard Baker, and Stephen the carpenter known as Stephen Carpenter. Others took names from the landscape: Robert Stone, William Mead (for meadow) or David Hill. Some were named for colors: Abraham Green, Henry Black and Nicholas White. Yet, there were no Reds, Purples or Yellows.

It is at this juncture that it becomes almost impossible to trace individual genealogies, the exception being royal families. Why? In one village there may have been three brothers, Richard the baker, Stephen the carpenter and David, who lived a top the hill. They may have become Richard Baker, Stephen Carpenter and David Hill, even though they were blood brothers.

Conversely, when surnames were assumed, there were in these village three bakers, Richard, John and William. All took the Baker surname. Yet, Richard Baker, John Baker and William Baker were not brothers. In that particular era, in hundreds of villages, there is no way to determine, by a person's name, which he was related to.

Not all of the Bakers were brothers; Yet Stephen Carpenter, David Hill and Richard Baker were brothers.

Children are also named after wealthy, or recently deceased, family members, or people popular at the time. Names of rulers, presidents and famous clergymen have long been popular.

Evidently, English personal names have their etymological history. It is one of many linguistic consequences of the Norman Conquest that only a few of the original, native English personal names are familiar to us nowadays. In late Anglo- Saxon England, names of Germanic origin like Old English Godwine, Wulfsige, Dodda (all male), Cwēnhild and Godgifu (both female) were commonplace. In eastern and northern England, where Vikings had settled from the late-ninth century onwards, the name stock also included Old Scandinavian names such as Þorgeirr, Tóki (both male), and Gunnhildr (female). By about 1250 almost all of this extensive name-stock had been abandoned by the English in favor of continental names used by their Norman rulers. In most cases, our modern contact with the old native names is solely through hereditary surnames coined no later than the mid-thirteenth century, thus Goodwin, Wolsey, Dodd, Quennell, Goodeve, Thurgar, Tookey, and Gunnell.

After 1250 only a handful of such names remained in general use, in particular Ēadweard, Ēadmund, Cūðbeorht (which was popular in northern England), and Ēadgýð, which we know in their Middle English forms Edward, Edmund, Cuthbert, and Edith. The Norman name-stock largely consisted of continental Germanic names with a French pronunciation (such as William, Robert, Richard, Hugh, Maud, and Alice) and names from the Bible or from saints' legends (like

Adam, John, Thomas, Beatrice, Cecily, and Margaret). For some brief histories of individual personal names in the revised OED, see Margaret, Mary, Peter, Philip, Richard, and Robert.

From the mid-thirteenth to the mid-eighteenth centuries, John, Thomas, Robert, Richard, and William named between them over 70 per cent of the male population.

Clearly, people were christened from a much smaller and more stable name-stock than we are familiar with today. In late fourteenth-century England there were probably fewer than a thousand names in use. The top male name John was born by about 35 per cent of men, and the top female name Alice by about 17 per cent of women. By contrast in 2009, according to the Office of National Statistics, 60,900 different names were registered as names of babies in England and Wales, and the top boy's name Oliver and the top girl's name Olivia together accounted for less than two per cent of the 706,248 babies born in that year. The one major disturbance to the stock of English personal names during the period 1250-1750 arose from the sixteenth-century reformation of the Church, whose Puritan activists preferred to choose names from the Old Testament (for example, Abraham, Isaac, Samuel, Abigail), or to coin new names, especially for girls, based on Christian virtues (Charity, Grace, Prudence, Temperance).

In the nineteenth century the desire to name a child after a member of the family or a godparent was increasingly satisfied by using a middle name, which could be a personal name or a surname (of the mother's father, perhaps, or the godfather).

Surnames consequently appear as first names, too, some of which have entered the general name-stock: Bruce, Douglas, Graham, Keith, Leslie, and Stuart are Scottish in origin, Trevor is Welsh, and Rodney, Stanley, and Shirley (popularized by Charlotte Brontë's use of it in her novel of 1849) are English. In the twentieth century, British personal names have been more and more influenced by American taste, such as the liking for girls' names derived from place-names (Beverley, Chelsea, Barcelona) or from compounds and blends (Joleen, Leighanne, Marilyn), which may be spelled in a variety of idiosyncratic ways. The current English name-stock is larger and more varied than at any time in its history, and it is changing with an ever greater speed, with even the most popular names moving in and out of fashion within less than a decade. New names are freely created, though few of them become commonly used unless coined or adopted by influential celebrities. It is also harder than it used to be to identify what is meant by 'English'.

The devolved and multicultural Britain of the twenty-first century has many name-stocks rather than a single English one. The generic use of personal names has been widespread in English since the late medieval period, when a very few names were so popular that they could be used to denote anyone or anything that was typical. There are three main sense categories: first, words or phrases denoting ordinary people, sometimes implying social disapproval; second, words or phrases for useful man-made objects, especially labor-saving devices; and third, words or phrases for non-human creatures, real or imaginary. Some of these words originated in now-obsolete pet forms, not all of which have yet been identified in the unrevised explanations of the OED.

Anthropomorphic relationships with the natural and supernatural worlds have long been expressed through the use of personal names. Examples include:

- the garden flower sweet-william

- the wild plants Jack-by-the-hedge and ragged-robin
- the personification of asharp frost as Jack Frost
- the marsh gas ignisfatuus, called Will-o'-the-wisp or Jack-a'-lantern
- the bird guillemot, a French pet form of William
- the name dobbin for a cart-horse, a pet form of Robert, as is Hobby in
- hobby-horse; cf. cuddy (Cuthbert), dicky (Richard), and neddy (Edward) as names
- for the donkey (a pet form of Duncan?)
- the insect tommy-long-legs, an obsolete word for the crane fly or daddy-long-
- legs
- words and names for imps or sprites, such as hobgoblin n. 1, doobby,
- roblet, and Robin Good fellow, all from pet forms of Robert

In Uzbek linguistics anthroponomical issues, learning and analyzing them in the knowledge has its own history. In this sphere S. Ibrohimov, E. Begmatov, R. Qo'ng'urov, A. Muxtorov, D. Abdurahmonov, E. Qilichev, G'. Sattorov and others informed number of article and monographs. The desire to study the linguistically features of the Uzbek anthroponomy was especially emerged in the 1960s. At first, D. Abdurahmonov established his article "Naming". Then, prof. F. Abdullayev informed his valuable materials about the reducing peculiarities of names in the Xorazm dialect" and substantiated it scientifically (Abdullayev F., Mamatov N. Tilshunoslikning so'nggi yutuqlari asosida. O'zbekiston adabiyoti va san'ati. 1984.)M. Shamsiyeva learned names as one of lexical-semantic groups of noun category in the Uzbek language. In that period, number of scientific articles such as "Mang'it shevasidagi laqablarga doir" by A. Ishaev, "Ism va familiyalarining imlosiga oid" by S. Ibrohimov and N. Mamatov, "Nomlarning organilish tarixidan" by H. Bektemirov was emerged. Names were satisfied researched part of Uzbeknanthroponomy. Uzbek anthroponomy was taken as an object of scientifically research work in 1962-1965 and E. Begmatov defended PhD dissertation on the topic "Anthroponomy of Uzbek language". In this research linguistically and extralinguistically features of Uzbek anthroponomy (names, surnames, patronymics, nicknames and pseudonyms) was firstly analyzed profoundly. E. Begmatov gathered materials of Uzbek names and thoroughly revealed wide range of issues such as Uzbek names` lexical-semantic features, problems of onomastic derivations, name ethnography and history of patronymics, the traditions of naming in families, choosing and giving name motives and morphological form. Especially, the article "O'zbek tarixiy nomshunosligining dolzarb muammolari" that was written by the leading of E. Begmatov services nowadays as an important scientifically material in the sphere of issues of anthroponomy of Uzbek language.

In the forming of Uzbek surnames and patronymics outer influence has great role. As it known, there were no formal surnames and patronymics that included special onomastic category and whole meaning in Uzbeks. People`s nicknames (Ahmad cho'loq, Otajon manqa), names of their professions or jobs (Karim surnaychi, Otajon temirchi), names of person rank and title (Yovqochdi to'qsabo, Mansur Hoji dodho), the names of ethnos which person belong to that is come in front and behind of his or her name (Farmonqul do'rmon, Eshqobil qipchoq) were come with together person`s name and used to additional naming besides their names.

In the past in the formal spheres, it was used in the official document's text the form of Arabic "kun`ya, kunyat" (ibn, binni, binti, bin) and name "nisba" (Abul Hasan, Abul Qosim, Buali) of

naming person among members of dominion layern (Shamsiyev P., Ibrohimov S. Navoiy asarlari lug'ati. – Toshkent: Adabiyot va san'at, 1972. 322). However such naming style was not family traditions In the past, also one of the forms of naming person that was used by our ancestors was the style of coming words such as “o'g'li”, “qizi” means “son”, “daughter” after the name of person`s father. The primarily samples of present method remained in the language of ancient written remembrance, in the written sources that was belonged to further periods and was used to as a surname in the 20s and 30s of XX century. For instance, like “Oyposhsha Rasul qizi, Asqar Haydar o'g'li”. However, from 1940 especially, in the period of after the Second World War that method was declined after moving to Russian version of forming formal surname and patronymics. Although, given method was received formally as a surname, substantially expressed patronymics because form of name was created through father`s name.

Approximately, from in the middle of 30s and beginning of 40s of last century Uzbeks were formally transferred to the Russian surnames and patronymics that were formed by surname affixes –ov, -ev; -ova, -eva, (Husnutdinov, Avalbaev, Islomova, Ulug`xo`jayeva) and patronymic affixes –ovich, -evich, -ovna, -evna (Mamatqulovich, Kubaevich, Qobilovna, Ergashevna) and it was in the use formally and obligatory until Uzbekistan gained its independence. Practically, Uzbeks possessed two parted name like (Siddiqov Botir or Botir Siddiqov, Hakimova Dildora or Dildora Hakimova) that is included name and surname or three parted name like (Qayumov Ergash Narziyevich or Ergash Narziyevich Qayumov) that is included name, surname and patronymics.

In the 15th item of the decree “Davlat tili haqida” that confirmed on the 21th of the December in the 1995, the followings are stated: “People who live in the republic of Uzbekistan, no matter their nationality have the right to choose their personal names, patronymics and surnames according to national-historical traditions”. (The decree «Davlat tili haqida» (new edition) of the republic of Uzbekistan.- Tashkent, 1995: 19) It is shown in the law that it was given to the citizens a right of free choice of personal name, surname and patronymics in the form of they want. This case brought some changes in the system of Uzbek anthroponomy in the independence period. Some inhabitants preferred to formalize their surname and patronymics with the words “o'g'li”, “qizi” (son, daughter), and some remained traditional Russian forms, there are also people that prefer to have surname and patronymics without any affixes like (AdhamQo'chqor, NaimaBektosh). (Begmatov E. O'zbek ismlari. –Toshkent: O'zbek SE bosh redaksiyasi. 1991: 207) .

CONCLUSION

To draw a conclusion, we can assume that etymology of anthroponomy correlates with extra linguistic factors such as history, culture, politics, customs and traditions, way of living, the location and surrounding. They are the most essential ones in the enhancing the bulk of anthroponomy in semantic field of cultural conceptual world picture of each nationality.

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ACADEMICIA

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IN THE SOUTH OF UZBEKISTAN AND ITS CONSEQUENCES

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ABSTRACT

This article discusses the repressive policies of the southern provinces during the Soviet rule (1920-1990), forced collectivization policies, forced dehumanization of wealthy peasants, the demise of the class, and the consequences of displacement policies;

KEYWORDS: *Soviet power, Uzbeks' work, Stalin's repression, red empire, Sherabad, Boysun, "Kasymovism", "Inagomov".*

INTRODUCTION

Also, the fabrication of the "cotton" and "Uzbek business" inventions of the Soviet government in the 1950s and during the collapse of the USSR has been cited by scholarly sources.

The policy of repression in the southern regions of Uzbekistan has been a milestone in our history.

In reference to history, we must note that the term "Stalin's repression" is far from the truth. It would be more correct if the phrase were to be completed and called "Lenin and Stalin's repression." Lenin himself was the first to carry out the bloodshed in the Soviet system. Reproduction and repression of the Soviet regime and practice began from the early days of the establishment of the Soviet power and continued until the "red kingdom" of the Soviet Union collapsed.

In August 1920 the Soviet Red Army invaded the territory of Bukhara Emirate and occupied the territory of Kitab, Shahrissabz, Yakkabog and Karshi, Sherabad and Baysun. He attacked the capital of the Emirate of Bukhara and seized it on September 2, 1920. Said Alimhan later recalls, "Thus they (the Bolsheviks) came upon the troops of Bukhara and attacked, thus initiating the war.

MAIN BODY

As a result, at two o'clock in the morning, a large number of soldiers and warriors gathered and began to fight with iron shields, armored personnel carriers, and armored personnel carriers. They flew over the city of Bukhara with eleven planes and dropped bombs. ”

After the invasion of the Emirate capital, the government was temporarily in the hands of the All-Bukhara Revolutionary Committee. The provisional government immediately announced the Manifesto, which was prepared under the leadership of the Turkic Commission. It stated that the state of Bukhara was called "The Independent Bukhara Soviet Republic".

The Red Army is also actively working to defeat the forces of the ex-emir, Said Alimhan, who has been ousted from power. At the same time, Said Alimhan, having strengthened his forces in Dushanbe, re-invaded the areas of Sherabad and Baysun and was preparing to attack Guzar, Shahrisabz and Karshi.

Bukhara People's Republic, including Kashkadarya and Surkhandarya; The IWRM is comprised of provinces, districts, towns and villages. In the Republic of Bukhara there are 15 regions. They include Baysun, Guzar, Karshi, Shakhrisabz, Sherabad, Sariasiya regions of Kashkadarya and Surkhandarya regions.

The Soviet government will seek to turn the people of the Republic of Bukhara to its full control, and will begin to engage the poor in political life. Thanks to the policy of strengthening the Soviet power in 1920-1922, the first Soviet party committees were established in Kashkadarya and Surkhandarya, and a number of efforts were made to consolidate power.

Although they gather loyal groups from among the local people and engage them in government, they never bring educated, influential local people to the governing bodies.

Repression was manifested as a natural ally of the Soviet system and of society. By the thirties, this terrible policy had reached its end. Especially in 1929, on the pretext of Stalin's 50th birthday and anniversary, the fight against the "enemies of the people" will be strengthened, and additional NKVD officers will be deployed.

As a result, these efforts have intensified since the 1930s. I. Stalin's idea that "with the rise of socialism, the resistance of the classical enemy will become stronger". As a result, this idea has triggered a number of serious mistakes. There is tight control over socio-economic, cultural and spiritual spheres.

Political freedoms are banned. Any thoughts or ideas against the policy of the Soviet state in the republic were cruelly punished. People trying to implement alternative ways of socio-economic development have been charged and convicted under the slogan "Fighting Groups." In turn, it should be noted that those who were primarily oppressed were intellectuals.

That is why they called as "Kasimovism", "Eighteenth Group" and "Inagomovism" began to be created at that time. These "groups" were opposed to the policy of the party in Uzbekistan in the second half of the 20th century, contrary to the interests of indigenous peoples. They defended the interests of the Uzbek people and their nation.

Uzbekistan was initially divided into seven provinces, and its capital was Samarkand. (Samarkand was the capital of Uzbekistan in 1925-1930. The capital was moved to Tashkent in

1930). Also, by the decision of the Revolutionary Committee (RevKom) of January 29, 1925, the center of Surkhandarya region was Sherabad, and the city of Kashkadarya was Behbud (Karshi).

At that time the Kashkadarya and Surkhandarya regions, located in the south of Uzbekistan, were parts of the Bukhara Emirate until September 2, 1920, with the stations of Karshi, Kitab, Yakkabog, Chirakchi, Guzar, Shakhrisabz, Boysun, Sherabad, Sariasiya, Yurchin. The population of Kashkadarya at that time was approximately 288,026, and Surkhandarya's population was 93,715.

In general, about 40% of the Bukhara emirate lives in these regions, and the Kashkadarya and Surkhandarya oasis supplies 3/1 of the grain, cotton and karakul products produced by the emirate. Surkhandarya region includes Yurchin, Termez, Sherabad, Baysun districts, Kashkadarya region Karshi district with 6 volts, Guzar district with 3 volts and Shahrisabz district with 4 volts.

In 1927 the republic was subdivided into districts instead of provinces. As of January 1 this year, 10 constituencies were established in place of 7 regions of Uzbekistan. They consisted of 87 districts and 1,746 rural councils. Since 1930, the division of districts has been abolished. But then the constituencies began to recover. In 1935 Surkhandarya and Kashkadarya districts were restored.

After a while, it was further divided into provinces, and some districts were added to the provinces. On February 14, 1938, Samarkand, on March 6, 1941, Surkhandarya, and on January 22, 1943, Kashkadarya provinces. Before the Surkhandarya and Kashkadarya regions were formed, these two regions were part of the Bukhara region

Numerous bullets were launched against the Soviet occupation policy on the territory of present-day Tajikistan and Surkhandarya and Kashkadarya regions. Ashurbek and MirzaSalih in Bolkurgan, AshurTuqsaba in Kulkur, Togay Sari in Kurgantube, Abdukayum in Dangara, KhayitbekDodhoh in Sariasiya and Korogat; They made huge sieges and headed the liberation movement of the independence.

Most members of farms that were heard from the Uzbek SSR were clergy. The majority of the displaced people in the 1930-1933 areas such as Ukraine, Siberia, Kazakhstan, the North Caucasus, and 17 settlements in the republic were the scholars and their families.

Among the ears exiled to the West Ural are such names as MullaBayramBayramgeldi (Karakalpakstan), Imam MullajuraMadierov (Namangan), ImamZakiMeliboev (Termez), EshonMullakomilYakubov, Mulla Ibrahim Yakubov, MullaMamatkulSafarov, EshonAbdumalikEroimbetov.

In December 1926, the case of EshankulHalimov was tried and punished. He is also accused of not selling products for the Red Army at the farmer's market and for starving the Red Army.

MahmatshoMirokhir, a native of the Kasbi district, is a descendant of Kamashi's Muscat, and began to work for the Soviet side after the establishment of Soviet power in Bukhara.

However, seeing the Soviet government's reaction to the protests of the Soviet regime, MakhmatshoMirokhir set out to protect the poor. In the early years, MahmatshoMirokhir was sentenced to two short terms in prison in 1924-1925 because of the skepticism of the Soviet authorities.

Although Mahmudshah has re-established himself in the fight against the Soviet authorities in the armed forces, security forces do not stop him. After listening to an armed action against the Soviet authorities, he operates a leather-making company in Kamashi. He would then have to move to Afghanistan.

MullaMardonakul from Surkhandarya is from a poor family and had no middle-class education. MullaMardonakul, who did not take part in the handover of the products, was slandered for his role in the revolutionary committee, for protesting the massacre, aggression, and cruelty of the tyrannical regime, and for protesting innocent people being punished.

As a result 273 criminal cases was opened against MullaMardonakul and he was arrested and charged with Article 113, Part 1, and Article 113 of the Criminal Code of the Uzbek SSR. However, MullaMardonakul proves his innocence during the 10-day trial and he was released in June 1926.

According to Article 111, Part 1 of Article 141 of the Criminal Code of the Republic of Uzbekistan, under the influence of various slander and slander, the chairman of the Kumkurgan district executive committee, QoriMullaRavshanBoynazarov, was detained on October 17, 1926, April 27, 1927. Part 11, Article 141, found guilty under Article 151, was falsely accused of being the enemy of the Soviet government and the leader of the new socialist system[15].

In Surkhandarya district court held from March to June 1927, the citizen MusaevKurban is charged with fabricated charges of attempting to destroy Soviet power under Article 77 of the Criminal Code of the Uzbek SSR.

In the republic and its various provinces, Soviet authorities began to set up "cleaning" of all areas of society. In 1930-1933, by the decision of the USSR State Committee on National Security from June 9, 1927, no. condemned to serve.

Since 1934, repressions have taken place without trial or interrogation. This "trio" only fired 583 people between February 22 and June 2, 1930, and some of them sentenced many to three years, 5 years, 8 years, 10 years in prison camps. He was sentenced to exile in Siberia, Ural, North, Lower Low-Marie, Kazakhstan and north of it. Examples include SurkhandaryaMingkobilErnazarov (not shown age), TogaineazarMakhsumov (not specified), ZakiMeliboev (60 years), KhudoyberdiJumaboev (65), MullaboyJiyanov (50, Tajik), PirboySafarov (62 years, Tajik). He was exiled to Siberia.

It is clear from the archival sources that one can see that the structure and essence of the Soviet state under construction is either responsible for minor failings or mistakes or was punished by party penalties. The same was true of the southern regions.

For example, in the 1930s A.Khojibaev was the first secretary of Sherabad district of Surkhandarya region. He relocated 200 farms as a result of his association with the enemy of the people, KasimSarokin, in 1933, in the prevention of illiteracy among the population of Sherabad district, in the construction of a savings bank, as a result of failing to carry out party work, was arrested on December 11, 1933 by NKVD officers and removed from the party.

On the same day, the Troika will be held by 66 people representing the Termez Sector: 18 people will be sentenced to 5 years, 14 to 3 years and 16 to Siberia. In total, there were 46,496 farms in Surkhandarya region, of which 3,829 were deported in 1931.

The ear farms deported from Surkhandarya until May 28, 1932 are shown in the following table.

№	Districts	“Kulak” stations	Shipped				
			Housings	People	Men	Women	Children
Термизтезкорсектори							
1.	Denau	Denau	96	412			
2.	Sariosiyo	Denau	50	275			
3.	Jarkurgan	Jarkurgan	15	52	17	17	18
4.	Pattakesar	Termez	18	103	24	34	45
5.	Sherobod	Termez	86	392	110	120	162
	Total:		265	1234	151	171	225

CONCLUSION

In general, at the beginning of the 20th century, the inhabitants of the Kashkadarya and Surkhandarya oasis lived in perilous times. The people struggling to escape from the tyranny of the Bukhara Emirate were subjected to the repression of the totalitarian Soviet power.

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THE DIRECTIONS AND PERSPECTIVES OF ENTREPRENEURSHIP ACTIVITY OF THE HOUSEHOLDS

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ABSTRACT

The directions of entrepreneurship of households in the Republic of Uzbekistan, their futures as well as the analysis of works done and their results in this sector are illustrated in the supplying article. Additionally, the suggestions and recommendations regarding development of business in households are given.

KEYWORDS: *Households, Entrepreneurship, Poverty, Revenue, Economic Activity, Saving, Capability.*

INTRODUCTION

The main part of household sector as the most widespread economic subject in the world is suffering poverty and poorness due to negative effects of globalization events. Financially-economically supporting these households and providing their whole employment play an important role for amplifying their economic activity and, especially, progressing the economy of the developed countries. According to the researches of the World bank, a rise of norms of saving in households gives a higher, effective result than many increases of investment involved in the economy. Therefore, nowadays the most essential goal in the economic policy of the world economy is considered that households are rescued from poverty, released from financial-economic crisis, enhanced the totally inclusive degree of their employment together with supplied concessional credits which are oriented to go up to an economic pursuit.

It is not secret that some portions of the people in the regions, particularly rural places, have

insufficient income. Simultaneously any country has noticeable level of mediocrity; there is also the population with low revenue in our country. Concerning the calculations, they include 12-15 percent. Instead, the primary theme is not about small, ordinary numbers, not with standing, on approximately 4-5 million people in our population.

It is gradually fathomed by some people that paying subsistence money and reliefs or climbing their rates would solve these problems. It is one-side approach not having a chance to sort out the issue fluently.

It is said that decreasing the level of poverty is that entrepreneurs are encouraged, the internal capability and ability of human are shown, complex social-economic policy in terms of creating new job places is implemented¹.

Following to the information of the World bank, 736 million people which constitutes 10 % of the world population live with less than 1,9 dollar earnings per day in the extremely needy situation whereas the almost half of the world population, which is 3,4 billion people, earns less than 5,5 dollar daily. The most impoverished degree is seen in Africa continent, for example, the most penniless countries are the Democratic Republic of Congo (77, 1%) and Madagascar (77,6%)².

“The World Bank directs 5-6 billions \$ investment to settle these functions through the project called (UNDP) in the 174 countries every year³”

The result of transformation of the economic system aimed to form economic subjects of the market type within fundamental institutional reformation in the world is that the deep changes of social re-production and its adopted economic mechanisms are inducing. Thus, a state's economic capability, its upward trends and purposeful scientific research devoted to the consequences of the social-economic reformation are more accelerating in the new economic condition in the world along with the developing countries by improving the economic activity of the households as an economic subject, who is a main deliverer of resources in the social re-production process and a primary consumer of products made.

Nowadays the more the objects such as raising the number of households who re-produce labour resources as independent economic subject, saving human capital and investing the savings to real economic sectors are done, the more the economic system is settled and has high economic growth opportunities in our state. They intensify an economic increase and people's life abundance via the economic activity in the way of striving stability in the economy. “Indeed, we are able to only achieve abundant life, progressing by active doing business, non-stopping labour and researching”⁴.

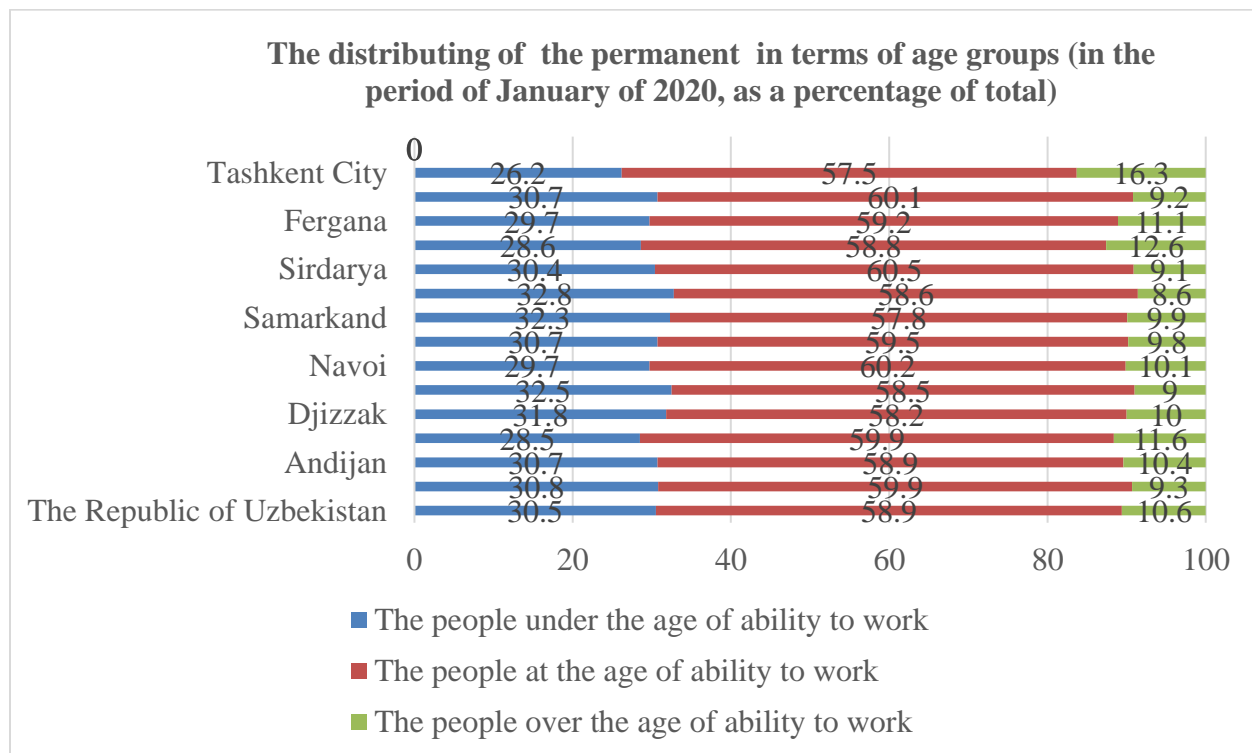
Today rapid developing of households and ameliorating their economic activity are considerably necessary for enhancing population's standard of living, providing them with consuming goods as well as solving the problem of unemployment in the globalization circumstance. In terms of this, the President of the Republic of Uzbekistan claimed: “The basic aim of this policy is that we must create wide atmosphere and chance for every citizen to fulfil their strength and opportunity, capability and ability”⁵. What is more, exploring the main point, features, functions and social-economic capacity of households, resolving some issues in growing their economic energy and scientifically-theoretically basing the helping projects organized by the authority are being tremendously significant in the circumstance of the modernization of the economy.

MAIN PART

The revenue of households covers not only salary, but also business profit, income coming from property (rent, interest rate, and dividend), government transfer payments (pensions, bursaries, subsistence money, free services in the field of medicine and education) and other benefits taken from other sources.

There is one specific law of sharing in the market industry, according to it, "... the profit of economic subjects depends on the number of their resources and their effectually participating"⁶. In short, this law relates market revenue. However, non-market revenue is at households' disposal. This kind of income does not generate due to the market laws, yet they trigger because of humanitarian relationships. The revenue arises purchase fund of the households. Consequently, finding money earnings, guaranteeing purchase power must be accomplished for the households. "Revenue-is the resources, which its owner possesses money or financial basis composing of supplying the consumption of necessary resources, and are the sum of all resources are important as a new mean of making a profit"⁷. Firstly, here the revenue is financed, secondly its significance regarding utilizing is paid attention.

It is thought that the Republic of Uzbekistan is one of the countries which have abundant possibilities. The area of Uzbekistan constituting 448, 978 square km, its permanent population includes 33,905, 8 thousand people in the terms of the condition on the 1 January 2020. For instance, 50, 5 percent of the permanent population reside in the urban cities whereas 49,5 % is covered by the people in rural places. 49,8% of the permanent people is female and males compose 50,2 percent of the whole population.



1-diagram.The distribution of the permanent population in terms of age groups (in the period of January of 2020, as a percentage of total)

In addition, the age of ability to work is appointed for women from 16 to 55 as well as for men from 16 to 60 in the Republic of Uzbekistan. Besides, 58,9 % of the total population in the republic includes the people who are able to work.

So there are a sufficient number of labour resources in the country, providing them with jobs, surging material welfare, finding jobs or creating them concerning their educational level are still being one of the most difficult problems though.

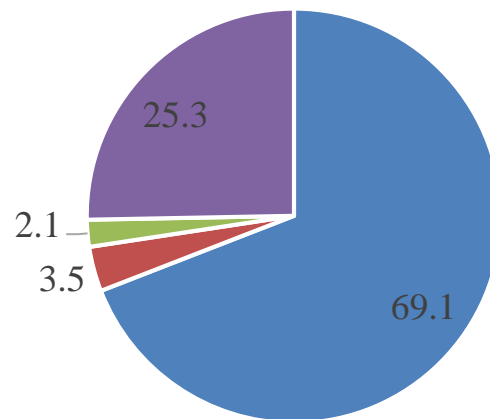
In the state the age of marriage is equal for both women and men, which is accepted at the age 18⁸. In December and January of 2019 310,9 thousand marriage and 31,4 thousand divorce are recorded by FHDYO. There is the main one of the reasons for the divorces, which is caused by financial deficiency generating in the families.

When the data of migration of the people were analyzed, it is found that the number of the emigrated reached 158,8 thousand people, which were 156,3 thousand people from the republic regions and 2,5 thousand people from foreign countries, moreover, the people who were moved away were 169,5 thousand (156,3 thousand people from the republic regions and 13,2 thousand people from the foreign countries) in the period of 2019. As a result, the balance of migration amounted 10,7⁹ thousand people. The primary cause of this situation is supposed that enough rates of jobs lacks, there are no guaranteed jobs or the wages of workers is low in the country, which leads that people have difficulty in living by financial side.

If we exemplified the analysis by the total income of the inhabitants, the total income of the population composed 344, 7 trillion sum, which means that 10, 3 million sum of the total income matched per person. The real growth rate of total income of the people went up to 106,5% (nominal 121,9%) so that 104,5% (119,7%) rise accounted for every person. In this circumstance, the amount of real revenue of the people witnessed noticeably lower increase although the degree of inflation became 15,2¹⁰ percent in the state in that whole year. 69,1 % of the total income of the population constituents earnings taken from labour pursuits (the salary of the employees and other income from their being independently employed). Within the total income of the people 27,1 percent concludes the earning of the employee such as wage, salary. Likewise, the benefits taken from being freely employed experiences 42,0 percent. The complete quantity of profit from property (13,7% accounts interest rate, 23,3% - dividends, 0,1% - income from copyrights and 62,9% - other proprietary proceeds) includes 11,9 trillion sum.

Particularly, 39,2 percent of the gains obtained from the transfers accounts for social transfers (pensions -82,5 % , allowance-13,7% bursary-3,8%) and 60,8 % matches to the rest of the gain from current transfers.

The content of the total income of the population (%)



- revenue taken from labour activity
- revenue obtained from property
- revenue taken from services self-made for personal consumption
- revenue obtained from transfers

2-diagram. The content of the total income of the population in the Republic of Uzbekistan in December-January of 2019, %

The financial assets of the households are the crucial factor of their social and collective fostering and progressing in a lot of countries. In the states developed in term of the economy the financial savings of the households reaches the amount of GDP (Grossing Domestic Product) and even it can be seen that the level of the financial savings rise more enormously than GDP does.

1-TABLE THE INFORMATION ON THE LABOUR MARKET THOUSAND PEOPLE

Identification	2014	2015	2016	2017	2018	2019-Q3 January- September
The number of the employments (average by the period; thousand people)						
Economic active population	13505,4	13767,7	14022,4	14357,3	14641,7	14946,2
Of which: the employment	12818,4	13058,3	13298,4	13520,3	13273,1	13608,8

including: in terms of the kinds of economic activity						
Agriculture, foresting, fishing	3528,9	3601,7	3646,7	3671,3	3537,2	3653,4
Industry	1736,5	1768,7	1802,4	1826,8	1802,9	1820,5
Construction	1183,3	1222,2	1263,6	1290,0	1205,5	1238,7
Sale	1378,3	1413,8	1452,4	1480,2	1401,8	1461,6
Carrying and saving	592,1	614,7	638,2	654,9	645,2	663,5
Education	1104,7	1105,3	1105,6	1106,6	1111,7	1154,1
Healthcare and social services	600,8	601,5	601,6	602,6	604,0	620,7
Other activities	2693,8	2730,4	2787,9	2887,9	2964,8	2996,3
Division of the number of the people by property forms						
Government sector	2324,7	2341,3	2330,4	2338,3	2427,0	2542,2
Non-government sector	10493,7	10717,0	10968,0	11182,0	10846,1	11066,6
The unemployment registered in the Labour organization	3,4	2,7	5,0	14,4	32,3	34,7

The prime portion of the population operates and does their pursuits in the non-governmental sector. Another noting information is that 3653,4 thousand people are busy with work in the agriculture, forestry and fishery areas.

A number of people, who have applied to the employment centers with the application about that they are unemployment, have attained 34,7 thousand people.

In Uzbekistan the following causes, which influence the people who lack necessary resources and financial assets and why they have become in the mediocrity class of the society, are given:

- Demographic factors (existing children who are under the age 16 in the family);
- Social factors (the degree of education and health of the family members);
- Economic factors (employment, the total income of the family and labour migration);
- Territorial factors (living in the city or village, developed or less-developed areas).

It is highly possible that the families, which conclude many children, as well as the families, which compose the wage-earner under the age 16 with a lot of children, and the families, which are not fully occupied in the social labour, will be jointed to the group of the families which are supplied with low income. These days it is extremely probably for the families which include three and more than three children to be added to the range of the families with low income in Uzbekistan.

CONCLUSION AND SUGGESTIONS

As a result of the researches, which have been widely conducted, the below summaries and offers have been formed:

-In order to rein the level of poverty of the people in the country, clear, comprehensible and efficient the governmental project should be made and performed under control heavily;

-Being calculated that there are lots of people who are able to work and the main fraction of them lives in the countryside, it is truly thought that the following actions are carried out to raise the financial position of the people in the countryside:

1. Increase the comfortable greenhouses with 1-1,5 hectares in the house of the people;
 2. Combine experienced farmers to the owners of the greenhouses regarding giving them a practical support to organize the works of planting in the houses and continue this practice;
 3. Completely implement the activity of “Erf service” LLC (Limited Liability Company) serving farms and the owners of the land in all the regions;
 4. Organize the work of the agriculture cooperatives involving money of the international finance institutes on based cooperative between the households and a great producer in order to grow the income of the people having a lack of financial resources;
 5. Provide the employment of the people and climb their revenue through the development of feeding intensive cattle by the home-based work of the garden plot;
 6. Set up sowing the plants of limon, considered high-income direction and cared by utilizing alternative energy, in the compact greenhouses of the people.
- it is necessary for personal consumption within the total income of the populations to increase the share of services self-produced step by step;
- regenerate the types of the traditional craftsmanship disappearing in the households and widen their activity.

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THE HISTORY OF THE CELTA AND ITS BENEFITS IN TEACHING PROCESS

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ABSTRACT

This article will show where the qualification has come from and how well it continues to serve its candidate base today. Does your CELTA serve you?! My motivation for choosing this topic is that I feel there is a lot to be learnt by reflecting on and critically evaluating our industry practice, just as we expect teachers to do in their own professional practice, especially on training courses. Specifically, I think we need to ask ourselves: 'How well do these programmes continue meet the needs of the increasingly diverse candidature of ELT practitioners?'

KEYWORDS: *CELTA, Feedback, Cambridge English, Programme, English Proficiency.*

INTRODUCTION

The present day Cambridge English CELTA is a bit of a chameleon that has morphed through a number of incarnations over the years: Despite a 50-year long identity crisis, the qualification has very much stood the test of time; indeed, it's more popular now than ever. The story starts with John Haycraft (founder of IH) who conceived of a practical means of training teachers he could then employ. His wife Brita (Haycraft 2003) recollects how it was the first non-theoretical, practice based programme consisting of:

- input
- teaching practice
- observation
- feedback
- lesson planning

Somewhat revolutionary in its day, nothing quite like this intensive, hands-on apprenticeship existed. Haycraft and IH were certainly teacher training pioneers in this respect and set the model for subsequent 'imitators' who would base their programmes on the same principles.

Haycraft recalls how:

“Being a new school with new teachers made new ideas possible... Swapping ideas and observing classes became the norm...”

“It was only a two-week course, but quite a gruelling two weeks...The beauty of short courses was that you could see the result within months, rather than years....” (Haycraft 2010, p. 2-3)

Gruelling as it might be, the short turnaround made the course very popular, opening up a viable option for those who weren't fully-fledged linguists. It soon took off school by school initially all over Europe and North Africa. Just look at this smart newspaper advertisement!

In spite of such sassy marketing, it took Haycraft a long time to convince an accrediting body to take the qualification on. It was the 1960s, and it was still believed that to be any kind of teacher (of anything!), one needed to be an expert. Degrees in linguistics and literature were the norm for language teachers at this time (keep in mind that almost ALL jobs for language teachers at this time were in schools and universities). Therefore, academic institutes had no interest in any qualification that didn't meet the rigours of an academic discipline. The IH Certificate was offering something quite different; it was meant to be, not academic, but a foundation in practical, classroom-based teaching. This situation resolved itself when the RSA took it on.

The qualification continued to evolve, responding to feedback from both learners and participants and developments in applied linguistics. It was a ground-breaking course which set a benchmark for training teachers in Situational, and later, Communicative Language Teaching. This seeming flexibility means that, despite what in spite of what some candidates claim, there is no 'CELTA method' or 'IH way'. It's easy to see how trainees might arrive at such (erroneous) deductions, but in theory, the qualification has always been open to a '**principled eclecticism**' as coined by Larsen-Freeman (2000) and Mellow (2000). In practice, this 'principled eclecticism' is of course limited by the eclecticism and principles of the individual trainer!

My problem is this: CELTA was conceived of for the private language school sector (TEFL), and significantly vast numbers of candidates taking the course today no longer reflect that sector. **The CELTA is in danger of not meeting the needs of its candidates in the teaching situations they are in and therefore becoming increasingly irrelevant** – a mere bauble on the Christmas tree of meaningless industry qualifications. Let me explain myself.

There was a time when a CTEFLA/CELTA meant a certain thing. It was a clear indication that the candidate had:

- A grounding in the teaching techniques that had found their way into Communicative Language teaching, and...
- That they had either native (or **very near** native) English proficiency.

Some of teachers said that they will remember the dark days, when something called a 'non-native speaker' was very rare on CELTA, because, you know, the course was not for 'them'. This attitude may have been the 'rule' of a few misguided trainers, but it was still present in the expectations/perceptions of many candidates both native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs), learners, and employers.

Historically, the largest part of the target market was preparing these 'native-speakers' to go off somewhere (typically Europe for a few years) to teach how to converse better in English, and maybe prepare for an exam. This was the typical TEFL, fee-paying, private language school

context. This was in distinction to say primary or secondary schools, universities, or immigrants living in English speaking countries (whose differing needs were met by the ESOL sector, which was often state-funded/subsidised).

With its increasingly international candidature, the CELTA has grown far beyond the target market for which it was initially and largely conceived. My CELTA courses are far from this and more typically reflect the likes of:

- high school English teachers in Uzbekistan
- trainers in teacher development projects in Uzbek primary schools
- non- specialists in English-medium universities in Tashkent
- teachers who will never set foot in an English speaking country
- study-center teachers who has not got MA

Today the reality is that the 12,000+ per year candidature on CELTA is increasingly in favour of the NNESTs. The numbers far more closely reflect the real-life number of NNESTs, which greatly exceeds the number of 'native' teachers on this planet (whatever 'native' means). There are many (of the 300+) CELTA centres in the world where 50-100% of candidates are regularly (or exclusively) non-native speakers.

So the question becomes, **'How well does a course like CELTA meet the needs of these candidates in these contexts?'** Is there too much that is inherently biased, outdated or prescriptive in a course like CELTA when applied to a broader variety of contexts? I believe there is.

As an itinerant trainer and assessor I have the privilege of training, observing training and assessing all over the world. In terms of our delivery, I think we can improve the following:

- Practice what we preach by adapting/customising the programme to suit the needs of candidates and their context more (within the limits/constraints available)
- Be aware of our own cultural/methodological/professional biases that we bring to our training and how this impacts our expectations in assessment
- Take on a more principled approach to instruction (in line with 'principled eclecticism') rather than so heavy a techniques focus

No doubt there are many trainers who do just this! In fact, I would say these are instinctive for any good teacher educator. But for those still getting there, or those caught in the whirlpool of their own prescriptivism, I'd like to offer the following. At the risk of raising problems without presenting solutions, I suggest we ask ourselves the following questions to inform and modify our practice:

'How well do I adapt the course to the needs of my candidates?' Here are a few examples:

- If candidates will only ever teach in their own monolingual environment, show them how to use L1/translation effectively, e.g. instructions.
- If candidates are mostly non-natives who have studied English extensively, minimize input on language awareness.

- If learners are used to and work effectively with traditional approaches such as Grammar-Translation, let candidates know that beyond the course, these can ALSO be valid approaches to teach with sometimes...(though probably not for the purposes of the course itself).
- If a candidate's English is proficient enough to cope with the demands of the course in the first place, avoid penalising them for errors with incidental language.
- In contexts with minimal-to-no resources, teach them to work with minimal-to-no resources.
- Especially, if candidates won't get much (or any!) meaningful support in their ongoing professional development, be extra vigilant about helping them become more conscious reflective practitioners.
- Provide realistic planning strategies (unless of course they can spend hours planning like they do on CELTA!).

'What cultural/methodological/professional biases do I bring to my training?'

I think there's a lot of cultural bias on programmes such as CELTA. Let me play devil's advocate (a favourite training technique!) with the example of 'learner-centredness', which tends to get thrown about left, right and centre as a term/expectation on CELTA courses. This is a concept that has come to prevalent in education across all sectors in the English speaking world, focussed, as it has supposedly become, on discovery, experiential, and cooperative learning, and the ideals of humanistic education. Does a language learning classroom really have to be learner-centred? Linguistically-minded learners often do well regardless of how learner-centred a classroom is. How learner-centred is learner-centred enough? What about the majority of learners on planet earth (and they are the majority) who have little-to-no experience (or even any concept) of what learner-centredness is? The playing field is not level for these candidates when you compare them with say a young American/British gap-year student fresh from their supposedly well-balanced, high school curriculum full of critical thinking and problem-solving. Is learner-centredness even going to work in a cultural environment where learners don't know how to respond to a simple: *'Work with your partner.'* let alone a *'What do you think?'*

'How am I training my candidates to jump through hoops at the expense of better understanding the underlying principles of effective learning?'

Another issue I have observed is **too heavy a focus on the techniques of teaching rather than the principles underlying them**, often leaving them for some magical 'later' (what I call the *'That's best left for Delta'* mentality). A lot of teacher trainers (including myself!) simply have a lot of ingrained training habits, often based on principles of economy and efficiency. We're fond of telling experienced teachers that they may have to unlearn a lot of old teaching habits; I believe this is true of us as teacher trainers ourselves as well. Something I observe a lot is insistence that trainees use instruction checking questions (ICQs). These are neither obligatory, nor canon! Use them when, and IF the situation calls for it. Rather than starting from the assumption the learners won't have understood; focus candidates on planning for or responding to emerging needs. Too often trainers are hanging out for the ICQs to be demonstrated to tick off the hoop-jumping checklist (what I consider a **techniques-focussed approach**). By comparison, a more **principled approach** would encourage trainees to better understand the purpose behind ICQs, and to identify situations when/if they would be useful, in response to learners' needs.

This encourages a more **‘thinking teacher’** rather than one who simply jumps through hoops to satisfy expectations or assessment.

CONCLUSION

According to Cambridge English’s website, CELTA is: “The essential TEFL qualification that’s trusted by employers, language schools and governments around the world.” (CELTA 2016). While this may indeed be the case for the time being, as more governments around the world expect a qualification like CELTA to satisfy benchmarking requirements in their schools, it will serve teacher educators world-wide and Cambridge English well, to make sure the qualification stays relevant to the candidates it reaches.

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IMPLEMENTATION OF CBI INTO THE PROCESS OF TEACHING BEGINNER LEVEL LEARNERS: AN INVESTIGATION OF DESIGNED TASK EFFECTIVENESS

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ABSTRACT

CBI concept is one of the new notions for methodology in language teaching contexts. Concept-based instruction based on the work of Galperin and further developed by different educators and researchers in the process of teaching different languages as foreign or second languages.

KEYWORDS: *Concept-Based Instruction, Lev Vygotsky's, Basic Levels, Acting At The Verbal Level, Orienting At A Basic Level.*

INTRODUCTION

However, this CBI was emerged from through various framework, hypothesis and notions during several decades. Piotr Galperin followed Lev Vygotsky's footsteps and extended the notion of actions and developed its educational implications. Galperin conceptualized internalization as a transformation of certain (material) forms of individual external activity, and as a specifically human form of appropriation of new knowledge and skills (Arievitch and Haenen,2005). Galperin offered his own theory of stepwise formation of mental actions based on Vygotsky's internalization and formation of mental actions concepts. Within the framework of activity theory, actions are broadly conceptualized as conscious attempts to change objects according to some intended result (Galperin, 1992) and he classified these actions into three basic levels: material, verbal and mental. Apart from theorizing, he conducted research into how to implement this approach in education. Hence, his stepwise approach is the core of concept-based approach/concept-based instruction.

MAIN BODY

Now, we will describe the process of teaching prepositions to beginner level learners by using this stepwise approach. In designing this task, the author mainly uses the first level of actions. According to Arievitch and Haenen, the first level is called – "Acting at the material level" and it involves acting on concrete, tangible, physical objects or their material representations (models, pictures, diagrams, displays) as well as the actions are based on figurative and operative

thinking. As examples, the following action can be given such as looking at, demonstrating, imitating and doing things together. At this level, the action is often performed by touching physical objects or their material representations – models, pictures, diagrams, and displays. In terms of thinking, this could be called operative thinking. However, at this level the action can also be performed without touching to the physical objects (e.g., refurbishing one's room by looking around and moving furniture visually; this could be called figurative thinking). The second level is called – “Acting at the verbal level” and at this level actions are based on overt (communicative thinking) or covert speech (dialogical thinking); the tangible objects or their representations are replaced by word concepts and speech; the actions are executed verbally (aloud or subvocal) and meet the requirements of communication and social interaction. As examples verbalizing, narrating, expressing ideas, feelings, or knowledge in words, eliciting and participating in discussions can be given. Moreover, at this level, the action is performed by means of “speaking aloud” (communicative thinking) or “speech minus sound” (dialogical thinking); at this level external objects are no longer needed. The third level is called - “Acting at the mental level”. Here, actions are based on “pure” thought (conceptual thinking) and have become a chain of images, associations, and concepts; the actions “are kept in mind.” Manipulating concepts, generating hypotheses, posing and solving mental problems, cognitive planning and monitoring are considered the examples of this level. At the mental level, the action is performed internally (“in the mind”) and both external objects and audible speech are no longer necessary (conceptual thinking). These levels are noteworthy and pivotal in the process of the teaching and learning.

Hence, Galperin developed his teaching strategy and offered his stepwise teaching procedure. Arievidtch and Haenen suggested a spiral model to represent this stepwise process of formation of actions.

1. Orienting at a basic level
2. Acting at the material level
3. Acting at the verbal level
4. Acting at the mental level

As it is visible, there are five levels. In orienting in the learning task, the initial task is to explain the importance and meaning of topics to the learner by the teacher. In this step, the main aim is to stimulate motivation and maintain it. This meaningful learning includes in using a chart to orienting. Orienting provides information and using charts help learners to understand content better.

Then, in the next step, the learners learn new action by touching material objects or their symbolic representations. These representations, as part of orienting chart, may take the form of models, displays, diagrams, maps, and drawings. These visual aids are powerful tools for teaching children and adults, as well as low-level and high-level learners.

At the verbal level, when the action has been learned well enough it should be performed. Generally, learners are instructed to talk about the action by making an overt speech. Overt speech can be considered as “communicative thinking” since it has communicative features, for instance talking about the action to make it comprehensible to themselves as well as to others. Afterwards, the learners encouraged to make a covert speech. After this process, we will move to the next level – Acting at the mental level. At this level, action becomes a pure thought and the

learners can perform and modify the action according to various circumstances. At the end of this cycle, the learners come to better understanding of the actions they have learned.

In my experience, I used dot, vertical line and horizontal line as symbols to describe prepositions of “in”, “on”, “at” to express time.

To describe the usage of the “at” preposition for a short period of time the dot is drawn and explained by this, as it is the shortest and smallest symbol among all three symbols.

To describe rather shorter period of time with the usage of “on”, the vertical line is demonstrated.

Horizontal line is used to indicate longer period of time with the preposition “in”.

This explanation process can be an example of ‘acting as the material level’ by acting on the material representations (models, pictures, in our case with the simple diagram) of the concept of time with prepositions.

This process is used by a teacher to explain this action to the teenagers with low-level English. Since the diagram is very easy and simple, it is understood immediately. Then, the second level – acting at the verbal level started and learners made an overt speech by doing various tasks. Then exercises which are given as home tasks are made a possibility of manipulating the concept of timing. The first home task is to explain this “grammar diagram” to younger mate and the second one is to write down about this teaching experience afterwards.

Explanation of more knowledgeable teenager to his/her mate can be considered a good implementation of Vygotsky’s theory of zone of proximal development. Jotting down of ‘pure thought’ causes the learners come to better understanding of the actions they have learned.

CONCLUSION

The ideas and notions as well theories that are mentioned here are obviously becoming the trends of teaching. Conceptualizing the formation of actions scaffold any type of learning and development.

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ACADEMICIA

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COMPARING BENEFITS OF FIVE METHODS TO TEACH FOREIGN LANGUAGES

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ABSTRACT

This article provides an overview of English language learning strategies, as well as various learning methods and techniques that can help learning languages. These methods aim to improve English language learning efficiency.

KEYWORDS: *Dynamic Processes, Grammar Translation Method, Direct Method, Audio Lingual Method, the Communicative Approach, The Communicative Approach.*

INTRODUCTION

The foreign language education has social and personally oriented values. Dynamic processes in all spheres in Uzbekistan need acquiring one or two foreign languages. The richness of the country under the conditions of market economy and information technologies development can be achieved with the help of human resources the important of economic and social progress. The foreign language education contributes to solve this important objective. Especially, English has become an international language and its range of functions is increasing everywhere including Uzbekistan [1,47].

The problem of choosing appropriate methods and activities is very important teaching target languages and actual, today most language teaching aims to achieve oral communication, although some questionnaire respondents place greater emphasis upon grammatical mastery and reading.

The teaching several methods was investigated by a large number of scientists in methodology such as Howatt, V. Allen, H. Brown, J. Richards and T. Rodgers, W. Littlewood, D. Nunan, J. Towell, Stern and others. They investigated several approaches teaching foreign languages in different ways for students of different levels.

The types of principles used for instruction are called teaching methods. There are many teaching methods depending on what information or skill the teacher is trying to convey. The

teacher may be flexible and willing to adjust their style according to their students. Effective teaching is the base in the success of a student. In this article discussed five teaching methods.

Grammar Translation Method is not new one. Language teachers have used it for many years. It was first used in the teaching of the Classical Language, Latin and Greek. So, it was called Classical Method. In the earlier centuries this method was used for the purpose of helping students in reading foreign language literature. It was also hoped that through the study of grammar, students would become more familiar with the grammar of their native language..

The purpose of GTM was to know everything about something rather than the thing itself. According to Stern (1983) "The first language is maintained as the reference system in the acquisition of the second language." [3, 73-82] In GTM the structure of the foreign language are taught by comparing and contrasting with those of the mother tongue. Reading and writing are the major focus little or no systematic attention is paid to listening or speaking. Vocabulary selection is based solely on the reading text used, and words are taught through bilingual word lists, dictionary study, and memorization. Vocabulary terms are presented with their translation equivalents, and translation exercises are prescribed.

"**Direct Method** is a method of teaching a foreign language especially a modern language through conversations, discussion and reading in the language itself, without the use of the pupil's language, without translation and without the study of formal grammar. The words are taught by pointing to objects or pictures or by performing actions." [2,334].

DM is a natural method as it follows the natural principle of learning, listening, speaking, reading, and writing. DM is an inductive method as it teaches the language by use rather than by rule. This method aims at the direct bond experience and expression, and learners are strictly motivated to think in the target language. There is no intervention of mother tongue in this method. The target language is taught through the real life examples and different objects. Thinking in the target language improves writing skills as well. If someone can express oneself in speaking he can do in writing too.

Audio lingual method is emphasis on certain practice techniques, mimicry, memorization and pattern drills. Explanations of rules are therefore not given until students have practiced a pattern in a variety of context. Through dialogue exchange the learners can easily memorize the sentence structure. The purpose of the language learning is to learn how to use the language to communicate. To seek out the native like pronunciation the native speaker as a model is represented in the class and the learners learn the native pronunciation by mimicry. Primary medium of language is oral. Learning speaking precedes learning reading and writing. Is viewed as a system of structurally related elements for encoding of meanings, the elements being phonemes, morphemes, words, structures and sentence type

According to ALM it becomes more effective for the learner if the items to be learned in the target language are presented in form before they are presented in spoken form before they are seen in written form [2,294]

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what referred to as "communicative competence." This term is coined in order to contrast a communicative view of language and theory of competence. Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is

unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance [3,76].

Actually in so far as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators who had grown dissatisfied with the AL and GMT of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

CONCLUSION

By comparison we can witness there are amount of different methods and approaches in teaching and learning process. Teacher should able to select suitable one. Every teacher chooses them according to the age and interests of learners, level of language (beginner, intermediate, advanced) and according to time left for the activity. In conclusion, the teacher is not only who gives knowledge teaching by subject, also he/she is a provider, manager even we can say teacher is played a main role humans' life as a mother or a father. In this reason teacher should know various teaching methods and when and how to use them.

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ETHNIC STREAMS AND ANTHROPOLOGICAL IMAGE OF KHOREZM UZBEKS

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ABSTRACT

This article describes the processes of anthropological appearance of ancient Uzbeks in Khorezm. Also, archaeological and ethnographic studies of the Khorezmian population are analyzed and compared with the historical anthropology.

KEYWORDS: *Migration, Tajan-Herirud, Tozabogyop Culture, Iron Vij, Avesto.*

INTRODUCTION

Archaeological and anthropological data show that the first traces of humanity in the entire Central Asian region have been traced back to ancient times. In the poems and works of the medieval authors, the ancient khorezmian population is defined as the people who migrated south to the lower Amu Darya. However, to date, there are different views on the origin of the ancient khorezmian people. Some scholars describe khorezmians as indigenous people in the present area, while others reject them. As a result, by the early 20th century, Khorezm's territorial location had become one of the leading topics in science.

LITERATURE REVIEW

Referring to the works of ancient Greco-Roman historians in the area of ancient khorezmian origin, they have written that the Khorezmians are located east of the sun, between Parthia and Bactria. The historian Gekatiy who gave this information states that the khorezmians lived in the oasis and foothills. Another Greek historian, Heradot, recorded that khorezmians lived in a valley surrounded by mountains. However, given the fact that these historians were not here, this information cannot be fully accepted. In some sources the Khorezmian homelands are connected with the Tajan-Herirud and Murghab oasis. Later, there was an opinion that after the Darius I conquered Khorezmians were moved to the lower Amu Darya, many scholars have suggested that. However, scholars such as M.G Vorobeva and I.N Khlopin deny this. Khorezmians were not transferred to the lower Amu Darya during the achaemenids. On the contrary, they suggested

that they formed in the Khorezm oasis. In his Geography, the Greek geographer Strabon referred to the association of the Sak-Massaget tribes, noting that the association also included the Khorezmites, and that their settlements were called Khorezm.

RESEARCH METHODOLOGY

When it comes to the ancient Khorezm region, it is necessary to look at the ancient Avesto source. It is known that in the Vandidad section of this ancient source, Jeron Vij is mentioned as the best country and the primary land created by the god Ahura Mazda. Scientifically-based data on the geographical area mentioned in Avesta in recent years is in the Khorezm oasis and adjacent areas.

It is said that Iron Vij have been created on the banks of the river Daito. Some scholars consider that this river is the ancient name of the Amu Darya or the Zarafshan River. Based on the aforementioned, it can be said that khorezmians were not the settlers of the Amu Darya River but have settled and created a high culture here. In order to prove our point, we can say that anthropological studies of khorezmian people living in the hills of khorezm have something in common with poleantropological findings found in the Chust (Ferghana) culture. First of all, it means that khorezmians live in the land adjacent to the Ferghana Valley, and it is not a mistake that Khorezmians have a permanent trade, economic and social relationship with them.

ANALYSIS AND RESULTS

As we study ancient Avesta, one thing should not be ignored. That is, it is worth noting the following words from Ahura Mazda in his language. «If I had not made every sarcasm pleasant to the people, then all the people would have turned to Heron Wij». These words, derived from the Ahura Mazda language, show the groundlessness of the words by the german orientalis Yuti and Shpigel about the meaning of the word khorezm as Hor-bad, zam-earth. Because in Avesta it is stated that this geographical area is mentioned as the most beautiful and charming country, and is distinguished from other countries. Archaeological and anthropological research shows that the Central Asian region has been a site of complex ethnic processes, large and small groups for thousands of years. The anthropological image of khorezmian people was also the result of these ethnic processes. When it comes to the anthropological appearance of ancient khorezmians, it should be noted that anthropological finds dating to the 5th and 4th centuries were found in the Sultan Usai Mausoleum. The people buried here are of the Uzbek ethnicity and are of European origin.

According to the well-known anthropologist T.A. Khojayov, the European Paleolithic, Mesolithic, and Neolithic peoples came from the northwest to the present-day Uzbekistan, and from that time to the south, the Euro-European companies formed. However, during the Iron Age, due to the growth of productive forces, ties with larger regions became even stronger. As a result, anthropological appearance of the population also changes, and the components of the mongoloid race begin to increase. Thus, by the 1st millennium BC, morphologically mongoloid elements appeared.

CONCLUSION

At the end of our study, it is important to re-examine the idea that ancient khorezmian immigrants came to the present area during migration. At the same time, the change of racial tracts of ancient Khorezm, as well as their ethnic formation, was shaped by the influence of

different ethnic groups on these regions and the present appearance of the khorezm uzbeks. Khorezmians lived in the Central Asian region of modern Uzbekistan and southern Turkmenistan from the paleolithic era and later founded the first statehood as a result of the growing culture of farming there.

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TEACHING SPEAKING SKILLS IN THE YOUNG LEARNERS' CLASSROOM

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ABSTRACT

Before children or young newcomers learn to speak the foreign language as the first of their output, young children listen to words, phrase or sentences as their first input. This is the first home of foreign words they come in and play in after their first language. Speaking i.e. pronouncing new words is the first skill of all young learners' activities teachers should recognize.

KEYWORDS: *Learn To Speak, Developing Fluency, Communicative Tasks, First Language.*

INTRODUCTION

Opportunities for young learners to experiment with the language and to use it productively outside of fixed dialogues are often rare. However, developing fluency and basic speaking competencies requires more than just producing memorized chunks of language. In order to progress in their acquisition of the target language and to become truly communicatively competent, learners also need to be able to use language spontaneously and creatively. This article proposes an approach to creative speaking activities. It discusses communicative tasks and improvisation activities in relation to their potential to initiate language use that transcends formulae and reproduction. Finally, it develops a model of creative speaking that illustrates how young learners can be supported in gradually developing the skills for a more independent language use.

MAIN BODY

Throughout Europe, the main goal of foreign language learning in primary schools is the development of communicative competence, with an emphasis on the oral skills of listening and speaking. In the classroom, young learners should be supported in developing a repertoire of vocabulary and fixed expressions to be used in role play and topic-based situations and that serve as a basis for further learning and language use. Especially at the beginning, speaking in this context is usually reproductive and imitative, giving young learners the possibility to practise

language patterns and to master basic communicative situations such as, for example, presenting themselves with the help of simple rote-learned phrases. This goal is also reflected in English textbooks for these young learners, in which the majority of speaking activities aim at the production of guided accurate output. Such an activity may take the form of a dialogue, for instance, for which the learners are provided with questions and answers that they can modify by inserting different lexical material into open slots in the given sentence structures. These types of activities can be very motivating, because they allow young learners to actively participate in the lesson and to interact successfully in the target language at an early point in the learning process.

Although it is generally accepted that interaction in the target language can facilitate the acquisition process, and there is increasing evidence that this is also the case for children's language learning (Mackey, Kanganas and Oliver 2007, 288), opportunities for young learners to creatively experiment with the language and to go beyond the fixed dialogues are rare in the early foreign language classroom. This is also confirmed by Mitchell and Lee (2003), who compared learning cultures in British and Korean early foreign language classrooms. They came to the conclusion that learner interaction in both contexts was restricted to the use of prefabricated expressions, and that creativity "involved either selection of prefabricated exponents from material already practised, or oral 'gap-filling' (inserting one's own lexical choice into a prefabricated grammar pattern)" (Mitchell and Lee 2003, 55).

As a consequence, the young learners' chances to set up and test hypotheses and to gain first insights into the target language system are often limited. Research on the development of young learners' spoken skills in the primary school context shows that the learners' target language production is often limited to the use of formulaic sequences. In an extensive study of German primary school learners of English, Engel and Groot-Wilken (2007) found that after 2 years of instruction, the children could use prefabricated expressions in conversational interaction, but that they often had difficulties in constructing their own sentences (cf. also Engel 2009). In a combined cross-sectional and longitudinal study that examined the oral performance of young German learners of English at primary school, Lenzing (2013) comes to similar conclusions. Here, the children's speech production was also characterised by the use of single words and formulaic sequences (cf. also Roos 2007). However, in her study, Lenzing was also able to show that a slow but gradual development towards less formulaic speech and more productive utterances took place after two years of instruction (Lenzing 2013, 362; cf. also Lenzing 2015). Referring to similar findings in their review of research on early foreign language learning in Europe, Edelenbos, Johnstone and Kubanek (2006) highlight "the value of helping children progress beyond prefabricated utterances" (Edelenbos, Johnstone and Kubanek 2006, 9).

As the development of fluency and basic speaking competencies requires more than just producing memorized chunks of language, learners need opportunities to use language spontaneously under what Thornbury (2005a, 13) calls 'real operating conditions', in order to progress in their acquisition of the target language and to become truly communicatively competent. In this context, Engel and Groot-Wilken (2007, 27) also point out that using the target language creatively may be an important motivational factor for the children: "In order to keep the joy, enthusiasm and ambition of young learners alive, it is important to provide them with more opportunities to discover and experiment with the language (...) (and) to give more attention to the creative and productive learning processes." A key question is therefore how it is possible to integrate such opportunities into lessons for young learners. Here, the use of more

open communicative activities seems to be a promising approach. Appropriate activities could include communicative tasks and improvisation activities, as they have the potential to initiate language use that transcends formulae and reproduction.

In this paper, we aim to contribute to the understanding of communicative competence in the young learners' classroom by introducing a research-based model of creative speaking. In the first part, communicative tasks and improvisation activities are discussed as possible means to create opportunities for creative speaking in language lessons with young learners. At first, results from research into task-based work with young learners, as well as examples of their task-based language production, are examined. Then, improvisation activities are considered as a more open and flexible alternative to communicative tasks, which also provides various possibilities for children to work independently with the language material that is already available to them. In the second part of the paper, the model for a creative speaking approach is presented. It is based on the idea that it is important to gradually help young learners develop the necessary skills for more independent language use in the classroom. The model illustrates how activities such as tasks and improvisation activities can be approached stepwise in a way that allows children to rely and build on previously learned expressions and vocabulary and to use language beyond previously taught structures.

A task-based approach has great potential when the goal is to engage learners in conversational interaction that allows them to creatively construct their own utterances. One definition of a 'communicative task' that summarises the main characteristics commonly attributed to tasks is the one offered by Ellis (2009, 223). He basically describes a communicative task as a meaning-focused activity, which involves a need to convey information and enables learners to use the linguistic means available to them in order to work towards a clearly defined outcome (Ellis 2003, 2009, 223). Thus, communicative tasks promote negotiation of meaning and communicative interaction in situations in which the focus is on task completion. Learners can benefit from the interaction that results from task-based work, because they are exposed to meaningful input and receive feedback on the language they produce as well as opportunities for producing modified output (Long 1996; Mackey 1999; Swain 1993).

Activities at Level III promote creative and productive language use and challenge learners to use the individual linguistic repertoire available to them in a meaningful context. This means that they are free to rely on rote-learned expressions, to creatively combine them or to use language totally creatively in order to find their own ways of expressing meaning. Possible activities include non-scripted information-gap activities such as picture differences tasks (cf. Fig. 3), opinion-gap tasks, non-scripted storytelling, role play and improvisation tasks (cf. Fig. 3). All activities at that level require that the learners "[...] marshal their newly acquired skills and deploy them unassisted" (Thornbury 2005b, 13). They also need to spontaneously interact with peers, retrieve appropriate language structures, cope with unpredictability, anticipate and plan ahead. Therefore, the learners are challenged to perform independently and can experience a very high degree of autonomy. Partly scripted activities from Level II can easily be modified by removing the support to make them suitable for Level III. The speech bubbles from the picture differences task described above (cf. Fig. 6) could, for example, be removed, which would allow the learners to operate independently.

The reduced support and freedom of language use at Level III inevitably leads to errors. In this context, however, it is important “to see errors as evidence of learners’ progress, in the sense that they show that learners are making creative attempts to use language beyond what they have been taught” (Nicholas, Lightbown and Spada 2001, 720). The tolerance for errors should therefore be high (Puchta 2007, 2). Thornbury (2015b, 111) emphasises that the learners need to be able to “experience autonomy” and experiment with language, but also need to be provided with effective and clear as well as discreet and sensitive feedback “for the improvement of the subsequent performance.” Feedback should therefore always be given after carrying out activities at the third level. Instead of an overt correction, which can be very demotivating and inhibiting, feedback that focuses on improvement may be very helpful. A feasible approach may be to record the learners while carrying out the task. In a feedback conference, learners and teacher watch the recording. The learners identify problems in the performance and areas they wish to improve. The teacher then makes suggestions for further improvement.

CONCLUSION

The primary EFL classroom offers various opportunities for young learners to work with the target language creatively and productively. In order to exploit children's natural potential for the development of communicative competence, creating opportunities for an exploratory and independent language use should also be taken into account in textbook and curriculum development. The approach to creative speaking activities presented here illustrates how the way towards more autonomy in language use can be prepared and encouraged and how children can be systematically guided from stages of reproductive language use towards creative and productive speaking. The research available shows that tasks and improvisation activities are not too difficult to master for young learners, as it is often assumed, but have great potential to promote their communicative competence from the beginning on.

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FROM THE HISTORY OF GARDENING OF SURKHAN OASIS IN THE PERIOD OF BUKHARA EMIRATE

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ABSTRACT

This article describes the types of gardening and their development in the area of Surkhan oasis, in the period of the Buharaxanlik (Order), and the rich experience gained by the population over the years, based on scientific sources.

KEYWORDS: *Gardening Agriculture, Surkhan Oasis, Rain-Fed Lands, Desert, Cattle, Lands Of Life, Huboni.*

INTRODUCTION

Today, as a result of cardinal changes in the country, a number of legislative acts have been adopted to increase the range and diversification of fruits and vegetables, one of the most important branches of agriculture. Also at the meeting chaired by President ShavkatMirziyoev on December 9, 2011, "tasks for establishing fruit and vegetable clusters, improving the quality of fruit and vegetable production and export volumes were defined." [1].

The experience and skills accumulated by our ancestors play an important role in these tasks. It is well known from historical sources that our ancestors made great achievements in the field of horticulture for centuries. However, during the Russian Empire and the Soviet regime, the cultivation of cotton on the main cultivation fields, to a certain extent, was lost, though to a great extent. However, due to the independence, important activities have been undertaken to select different types of crops and revive the ancestral heritage, depending on the conditions of each region.

Historically, low and irrigated land in the foothills of the Surkhan oasis and in the lower reaches of the mountains was scarce and unfavorable for rainfed crops, so the settled population of these areas is specialized in gardening.

MAIN BODY

Russian tourist in Bukhara in the 1940s V. Khanikov also spoke about this and noted that horticulture is an important branch of agriculture. I saw no fruit other than silver poplar in the gardens, and there were trees such as grapes, pomegranates, figs, apricots, apples, pears, cherries, and oak [18, C.120 – 121].

A.L.Kun writes: “The garden is divided into gardens and thickets throughout Central Asia. The first is called a garden, which basically means different kinds of fruit trees, especially vineyards;[7, C.221].

As V.L.Vyatkin said “Homestead is a garden”.The land is surrounded by fences, with one gate or door, and the garden is called a garden, where apricots, apples, cherries, peaches and other fruit trees are planted[3, C.33].

In many villages, grape plantations, lands are owned by a single person. That is why special attention is paid here, mainly green beans are planted here. [16, 299 B.].

In the 1980s, Dr. Yavorsky, who was in the town of Sherabad in the 1980s, gives information about melons in the villages near the city, with a rich garden and a variety of sweet melons and sugar melons[11, C.81-82].

At the beginning of the 20th century, a Russian official living in Termez said that the climate of Surkhan oasis was extremely favorable for gardening[15;2].

The village of Sangardak, located at an altitude of 1,700 meters above sea level, also has extensive experience in gardening. With the arrival of spring, the Sangardakans leave the village and move to their farms. They built their own farms on the Betkaya, on the slopes and in the valleys. Such parks include Totumdara, Navkhunak, Khojaipesh, Akkan, Tovkon, Boghayibolo, Chologon, Yusuf, Terak, Big Lake, Small Lake, Abzayid, Archamozor.

Special attention is paid to the cultivation of apples in these gardens. In the gardens of the Emirate of Bukhara, attention is paid to the care of apple trees, their variety is increasing. N. V. Khanikov lists eight species of apple trees in the Bukhara gardens: Tali sib is a large round; jau - fine, small yellow, sweet; Hojihoni - fist size, white; raksh - white and red; sibursh - mainly 3 varieties, yellow; musk sib - fist size, yellowish; mahtobi - tursh size, white; sibi red - red, not so big[18, C.129]. There are dozens of apple varieties in Sangardak gardens. Khuboni, oak (early ripening), rye (barley ripening), reddish (early ripening), berry (summer), chicory (early ripening, red), peanut (winter gravy). In addition, there were several varieties of pear. These include husk, walnut, wildflower, turmeric, chili pepper, summermurut and others. k. High yields were obtained here. Good fruit apples produce between 350 and 400 kg of fruit[4].

Surkhon oasis Sherobod station Tarokli and Kushtegirmon and Denov hills are famous for pomegranates in the villages of Dashnabad not only in the Emirate of Bukhara but also in Central Asia. N.Maev writes about the pomegranates of Dashnabad: “Dashnabad is a large and rich village, known for its sweet taste pomegranates. Dashnabad pomegranates are spread throughout

the Bukhara khanate. Only big and sweet Shakhrisabz pomegranates can be compared to it. "[10, C.186-187].

In Bukhara the term garden means vineyard. In the vineyards, there are 13 varieties of grapes, including safflower, husk, acne, sugar cane, kiwi, sausage, mascara, angurian saffron, bakishti, owner, type, whisper, angurisyciyah.[18, C.222].

In the mountain and piedmont villages of Surkhan oasis, special attention is paid to viticulture [19, C.133]. There were lands which called Hovuz, Sina, Vakhshuvor in Denau stagnation, Pasurkhi was located in Baysun stagnation[6, C.119].

Garabagh village of Sherabad station is known as Zarabog and Novbog as the center of viticulture. The main source of water in all of these areas was small rivers and streams, which dried up during the summer months. However, the vineyards yielded excellent yields for winter irrigation and one-time spring irrigation.

It is surrounded by gardens along the suburbs along the suburbs, with a 3-acre arc to the south of the road leading up to the cliff and along the road leading to the Amu Darya.[12, C.10].

The mountain population is fond of gardens. The village is also used in the name of their villages: Karabakh, Zarabogh, Novbog and so on. In these villages the grapes are grown according to the region's climate. Husain, white pepper, black pepper, beetle, black blossom, cuckoo, grapefruit, sage, avak, rusty, old grape, cradle, stalk, red Surkhan. More than twenty-eight varieties of grapes are grown in the area[5].

Gardener-growers sold their grapes mainly in nearby markets, but some businessmen sold it to the semi-nomadic population far beyond their villages or exchanged grain, wool, sheep, dried cheese. However, the grapes were sold mainly dried (raisins). Farmers of the Pools, Vakhshuvor and Sina villages sold raisins to Karslyk, Denau and Yurchi, to Baysun and even to Kulyab, and to the residents of Karabakh, Gissar and Qorateg. Even in Russian markets, raisins have their customers. Raisins are also used as a bride's tin as a dresser and for livestock[6, C.120]. By the time of the Russian Empire, wine production from grapes was well established[14, 36 – 38 pp.].

Residents of the Pashoshd property of the Sherabad oasis of Surkhan oasis have created separate varieties of mulberry trees for their consumption, which also produce and sell special mulberry halves[5].

Although the eastern region of the Bukhara Emirate is not rich in natural vegetation [12, C.10], Juniper and pistachio forests extend for several kilometers in the Babatag slopes of the Denov and Baysun hills[13].Pista is one of the main sources of income for the mountain population, and it is possible to harvest between 4-5 poods per year, with good pista yields. The traders made a huge profit by buying 7 pence per pound and exporting it to foreign markets, particularly to the Russian market. In Odessa, one pound of sunflower sold for 60 tiyin - 1 ruble[8, 230].

In general, the Bukhara Emirate plays an important role in the export of horticultural products, which is an important branch of agriculture. Three types of apricots are grown in the gardens of the Emirate of Bukhara:[18, C.128]. Surkhan oasis is also known for its sweet apricots [10, C.305]. The population of Salavat village has cultivated apricots known as rosaurus. The most important aspect of this apricot is that it contains more than twice as much sugar as other

apricots, and is absorbed in the flesh of whole grains. The most important feature of apricot is its ability to treat heart and vascular diseases[17, B.53].

CONCLUSION

N. Khanykov wrote that dried apricots and sent to Russia. The market price of the first grade plum is 8 coins at the beginning and then 4 batches per baton. He wrote that apricots which sold to Russia at the price of 15 coins per penny and then one penny[18, C.128 – 129].

Generally, grain and vegetable products are cultivated on small lands, used by small streams, streams, sewage, and extensive experience in gardening.

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ACADEMICA

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DIGITAL TOURISM AND SOCIAL MEDIA MARKETING

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ABSTRACT

The article discusses an important role of digital tourism and Social Media Marketing. Digital tourism takes travelers to a different kind of tourist experience. It is a digital support provided to travelers before, during and after the travel activity. Social Media Marketing- an effective tool for modern internet marketing. Social networking - is a web-site with interactive multitasking, which is supplemented by network participants themselves. The development of the Internet and its role in the life of society has created a great variety of virtual resources. At the same time, it has also contributed to the emergence of social networks that have become popular today. The Internet, which is known as America, was born in the 60s of the 20th century and it has been around for half a century and has been ruling the whole world. The introduction of the Internet has created different terms and virtual discoveries. At the beginning of the forum, chat communication with the chat names began to render social networking services in the XXI century.

KEYWORDS: *Tourism, Digital Tourism, Tourist, Information And Communication Technologies, Travel, Economy Internet Marketing, Social Media Marketing, Social Networking*

INTRODUCTION

Information and communication technologies, affecting all spheres of life, did not pass by tourism. In the international arena, tourism is considered one of the most profitable areas of the global economy. The successful development of tourism has a positive impact on such key areas of economic activity as transport, construction, agriculture, hotel and restaurant services, and the production of consumer goods. For this reason, the creation of the tourism industry is one of the directions of development of the country's economy.

Tourism is a dynamic service-oriented industry. 45% of US adults use web resources to find places to travel, relax or spend leisure time, to book hotels, cars, and plane or train tickets. A similar trend is also observed in some European countries. The widespread use by potential

tourists of web resources has led to the emergence of digital tourism (digital tourism) the development of intelligent web services to develop recommendations that help the client determine the travel route and decision-making information systems in the tourism industry.

At the moment of globalization and ongoing global changes, we can not avoid social media, which is just one of the most striking discoveries of information technology, which is affecting the lives of a particular person, and of society as a whole. At the moment, social media covers almost the whole world. The content is understood as a social network that is created exclusively by participants and is based on the multiuser interactive web site hosting service. The purpose of social media is to communicate with people who have interests or activities on the Internet. The reciprocal communication is done through the internal mail or messaging system. Social media networks may be open or closed. Social media is one of the network features - a system of friends and groups

MAIN PART

The World Tourist Organization recognizes the important role of social networking in tourism. Tourists and businesspeople use smartphones and tablets to provide feedback on places to go or wherever they are. World Travel Monitor reveals that 40% of international tourists travel with smartphones. They have access to the Internet from smartphones: 40% for information on the direction of travel, about 26% of tourists, 34% use hotel reservations and other travel services. Three-thirds of international travelers enter social networks with smartphones, travel, ideas and reviews on Facebook, photos, Twitter or Flickr.

Currently, there is a worldwide trend of “replacing” the traditional tourism industry with the digital tourism industry. Digital tourism is a great way to save not only money, but also nerves and your precious time. And also to spend your vacation so that it justifies all your dreams and expectations.

Digital tourism traditionally includes electronic services in the following categories:

- Information services (for example, providing information about destination points, tourist routes or hotels);
- Communication services (for example, discussion with a client or sending email);
- Transaction or transaction services (for example, information about booking, reservation, payments).

Companies in various sectors of the economy operate through their social networking sites. Social networks allow companies to connect with users, manage long-term relationships with their customers, manage reputations, increase sales, and develop business relationships.

According to statistical data, 95% of intensives go into the social network and talk about goods, companies and services.

Social networking is an exciting marketing platform for the whole world trend - companies, event organizers, and congress travelers often use hotels to develop their social networking services and services. The social networking site publishes a variety of commentaries, photos, videos, presentations, and regular contacts with customers.

According to the Insisversional Tourism Management Association, according to Site International, according to the results of surveys conducted by industry experts from the site index: Focus on Technology and Social Media, the number of social network users in 2019 was up to 2018 - has grown twice as compared to the year. 88% of companies have their own page on Facebook. Among the social networking sites are 70% of Facebook, LinkedIn 65% and Twitter 28%.

It is a complex of social networks that can be used as a channel for solving the company's development and other business solutions. Efforts within the social network help the audience to find the most appropriate opportunities for them to influence. The Amianda company, which introduced the participants of the Confederation registration program, conducted its own monitoring. The study was conducted between 1000 entries. 22% of them are organizers of congresses and conferences, 22% of them are trainers and seminars, 13% are engaged in corporate events, 11% are organizers and 32% of organizers of festivals are engaged in business meetings, hosts organizer. Geography of inspections is wide. Of the respondents, 60% are from Germany, Austria, Switzerland, 10% from other European countries, 10% from North and South America, and 20% from other countries. Two-thirds of respondents reported planning to increase their activity in social networks. This is confirmed by the growth of social networking capabilities. According to 70% of respondents, social networking has an impact on the growth of each specific event and brand recognition. 65% of the interviewees believe that the loyal customers' ability to grow is 55%, and that social networking is an additional channel of feedback.

The social networks founded in the early stages of the century have now united around 3 billion people around the world. At the beginning, social networking sites, which have a source of advertising or chat, have also brought together some of the media's features.

In Uzbekistan, national networks, such as odnoklassniki, facebook, moy mir, vkontakte, twitter, and other national social networks such as: muloqot.uz, sinfdosh.uz are widely used in Uzbekistan. There are also many social networking sites such as fido, feedburner, flicker, uSpace, which are internationally recognized.

Social networks have united 15-55-year-old audiences, and nowadays it has become a daily communication tool for some young people. That is why it is possible to recognize social networks as one of the most popular mass communication systems. Today, about 3 billion people in the world are members of social networks. Some 8 million people in Uzbekistan use the Internet, of which over 5 million are active in the social networks.

Social networking - is a web-site with interactive multitasking, which is supplemented by network participants themselves. Such sites are in the form of an automated social environment. They allow the group of users to interact commonly with each other. The themes are particularly relevant for industry-specific forums, and they are actively developing in recent times. Facebook, LiveJournal, Twitter, odnoklassniki.ru, vkontakte.ru, mirtesen.ru ...

The advantages and disadvantages of the above-mentioned websites:

First of all, every user registered on these sites has the opportunity to find friends, peers, colleagues, and so on. Sometimes it finds a user, but in the end it finds a user. It is important to maintain and maintain relationships in life. The world is moving, people are in motion,

searching. Under such circumstances, contact with loved ones and acquaintances can be avoided. But social networks allow people to find and remember them.

Second, (it is also very important), each user can find friends who are interested in new acquaintances and interests. There is no need to make a query as to why you are interested. Access to the group you are interested in, and the rest of the Web site itself. Virtual acquaintance can also become a reality. Thus, social networking is one of the new ways of acquiring new acquaintances (there is no need to tell the number of girls using this method).

Third, it's also possible to post photos and videos on social media, as well as posting videos, viewing and commenting on other users' photos.

Fourthly, you can share your thoughts on any social networking activity, read news about your life, read others' comments, and comment on them. This is a unique look of virtual communication.

In recent years, the Internet has been very active, and the Internet has been developing. Of these, "Odnoklassniki", "Vkontakte", "Moy mir" and others. Membership in these groups creates very different groups (movies, music, fashion, sports, etc.). There are also many groups that are associated with tourism and travel together with these groups.

Due to the rapidly growing number of web resources of various agencies providing travel services, it is difficult for a potential tourist - Internet user to navigate a huge amount of information around the world, therefore, for e-commerce in general and for the e-tourism industry in particular, the development of effective intellectual web content analysis services and intelligent information systems that "communicate" with the user in a natural language; search for information that meets the needs of the user, and making decisions regarding the travel route.

CONCLUSION

Social networking is an exciting marketing platform for the whole world trend - companies, event organizers, and congress travelers often use hotels to develop their social networking services and services. The social networking site publishes a variety of commentaries, photos, videos, presentations, and regular contacts with customers. According to the Insisversional Tourism Management Association, according to International, according to the results of surveys conducted by industry experts from the site index: Focus on Technology and Social Media, the number of social network users in 2011 was up to 2010 - has grown twice as compared to the year. 88% of companies have their own page on Facebook. Among the social networking sites are 70% of Facebook, LinkedIn 65% and Twitter 28%.

It is a complex of social networks that can be used as a channel for solving the company's development and other business solutions. Efforts within the social network help the audience to find the most appropriate opportunities for them to influence.

In the modern world of technology, almost all tour operators try to create a personal website where basic information about all the hot offers and trips of this organization is posted, you can also see customer reviews there, evaluate the benefits of this company. All companies operating in accordance with the requirements of customers - tourists in the Internet are based on various sites, these sites can represent the interests of several such companies, so the client can even make a comparison between them.

However, the tour operator cannot simply post on the website information about the tours offered to various foreign countries. Typically, sites try to protect the rights and interests of all network users, so the tour organizer is required to provide warranty obligations, the travel agency agrees to be responsible for the quality of all the tours it provides.

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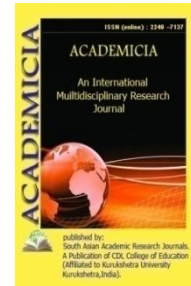
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AN INNOVATIVE ACTIVITY-A NECESSARY CONDITION FOR ECONOMIC GROWTH AND IMPROVE THE QUALITY OF LIFE OF ANY COUNTRY

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ABSTRACT

The article deals with the nature and function of innovation, a necessary condition for economic growth and improve the quality of life of any country is an innovative activity. Innovation is part of the scope of economic relations. It is the totality of the national economy sectors (private and public) and social activities that do not take a direct part in the creation of wealth, but producing special use values necessary for the functioning and development of production. Innovative development of each country depends on the intellectual, spiritual, moral and creative potential of the society. The basic components of this potential are the development of science, the level and quality of education of the population, and the potential for innovation is determined by the proportion of the cost of financing the research expenditures in the gross national product. It is carried out in any public sphere - from the economy to education, art and even politics. Innovative activity is characterized by high Level of uncertainty and risk, the complexity of predicting outcomes. Priority is given to economic conditions, and the most important parameter in the course of time it becomes innovation. Resources involved in the innovation process can be impaired if a competitor to outpace the release of new products to the market.

KEYWORDS: *innovation, market conditions, competition, market, the level of development of science and technology, legal and regulatory framework, experts, entrepreneurs, managers, scientific resources, technological infrastructure*

INTRODUCTION

Innovation has traditionally represented as the direction of science and technology (high-tech its component) and as a process related to the implementation of the results of research and development into practice. However, the meaning and content of the concept of "innovation" is

wider. The scope of innovation is comprehensive, it does not only cover the practical use of scientific and technological developments and inventions, but also includes changes in products, processes, marketing and organization. Innovation serves as an explicit factor changes as a result of the activity, embodied in new or improved product, the technological process, new services and new approaches to meeting social needs.

The Oxford Dictionary of the concept of "innovation" is explained as follows: "Any new approach to the design, production or distribution of goods, resulting in an innovator or a company gain an advantage over competitors."

Main part

The term "innovation" in its modern sense, was the first to apply Schumpeter, who emphasized that innovation - is a significant change of function produced, consisting in a new combination and commercialization of new combinations based on the use of new materials and components, the implementation of new processes , opening new markets, introducing new organizational forms.

It may be added that innovation - is a new product, a new phenomenon or effect on the market (the company), which is designed to attract consumers to meet their needs and at the same time generate income to the entrepreneur.

Factors determining the innovative development:

- Market conditions and competition (both domestic and foreign markets);
- Environment (the level of development of science and technology, legal and regulatory framework, political and economic stability);
- Footage (scientists, experts, entrepreneurs, managers, politicians, civil servants);
- Resources (natural, industrial, financial, scientific, technical, technological, infrastructure).

Driving force of innovation are the constant changes taking place in the various spheres of human activity. In each of these objectives innovations are the introduction of new processes or products, which are aimed at ensuring the sustainable long-term economic growth. These include:

- Improvement or creation of new materials, equipment, processes, products, services and methods of radically altering or significantly improve the efficiency of the economy;
- Changes in the social structure to improve the social status of the person and achieve the optimum ratio of private and public interests;
- Modification of the existing system of controls to improve the activity of the enterprises and organizations and to adapt to the changing conditions.

All the innovations in the art of technology, economy, governance and social sphere associated with each other, and to introduce new feature in any of these areas, is almost always necessary to make the appropriate changes in the other. This is due to the fact that the vast majority of innovations are based on a combination of targeted and simultaneously use a wide variety of types of knowledge for the sake of new areas of its economic use.

Documentation of the results of research, development and experimental works to improve the efficiency of any sphere of activity is an innovation (innovation). These include discoveries,

inventions, patents, know-how, documentation for new or improved products, technologies or production processes, as well as various recommendations, procedures, instructions, standards, marketing research results, suggestions for improvements.

Innovation in the form of new knowledge, approaches, techniques, takes on a new quality and innovation turns into a (new) from its inception and early spread. Innovation - the end result of the introduction of innovation in order to generate economic, social, environmental, scientific, technical or other type of effect sought after by society. In other words, innovation - is a concrete result of any creative associated with the risk of activities that ensures the promotion and market introduction of new, significantly different from the old, good, better meet the needs; the discovery and development of new markets or the achievement of other specific objectives.

Innovation opportunities in all spheres of human activity. Based on multivariate opportunities, innovations differ in the area of application, the extent and the nature of.

In the field of application innovation are divided into scientific, technical, organizational, economic, socio-cultural and legal state.

According to distinguish the spread of global, national, regional, sectoral and local (at the plant, in the company of) innovation.

Evolutionary innovations occur continuously and the majority are the result of the ideas and proposals of incoming from the production, distribution, consumption. The process of evolutionary innovation is entirely subordinate to the public's needs, formed solvent demand and limited possibilities of technological capacity of the system within which it takes place. The frequency-to-market with innovations depends on the accumulated empirical experience and knowledge. As a result, increased the company's ability to obtain and analyze information on consumer preferences, perceptions of market signals, and the accumulated knowledge can improve products and technology through innovation.

Evolutionary innovations can be classified on the subject of the application, the effects on the production process and the activities of companies, as well as meet the needs of nature. The traditional approach to the typology of innovations on the subject of the application is its division into innovation products and innovation processes.

Innovation product - an innovation in the form of a fundamentally new or improved product, which moves in the form of goods on the market. Often, the introduction of a new product is associated with the development or creation of new markets.

The innovation process - a technical, production and management improvement, reducing the production costs of the product. The innovation process can transform into an innovation-product if the demand in the market. There are more innovation-related services service processes using the product outside the enterprise (computer software).

By innovations affecting the production process and the activities of companies in the market include technological, industrial, economic, commercial, social, legal, and information management.

In the service sector innovation is fundamentally new or significantly improved methods of production and provision (service) that can not be provided with the same production methods.

This tourism, banking, consulting services, other sectors with a focus on the latest information and communication technologies.

Quite often companies resort to adaptive innovations that are a reaction to the innovations implemented by its competitors in order to adapt to the new situation and to ensure the survival of the company. A special place is occupied by the pseudo innovations that do not lead to a change in the characteristics of consumer products and imitating them.

By the nature of innovation meets the needs include innovation, creating new needs and developing existing ones.

Innovation can not only maintain and improve technological and market opportunities of companies, but, oddly enough, to destroy them. The so-called architectural innovations sometimes require replacement of existing technologies and products, as well as market-consumer relations. Innovations that make existing technologies and products for new niches in the market, give rise to different types of customers and disrupt established market linkages.

At the enterprise level (companies) innovative activity depends on the choice of strategy and quality control activities, flexibility of production systems and resource utilization.

Innovative activity is manifested through innovative processes - purposeful activity on the creation, development in the production and marketing of food, technological, organizational and managerial innovations.

A characteristic feature of the innovative processes is their non-linearity in contrast to production and logistics. The linearity implies a single use of knowledge and innovation processes - permanent, ie parallelism of innovation for products, organization and management - the variety of areas of innovation.

Innovation processes are supported by institutional and structural factors associated with the redistribution of resources in accordance with the criteria of the existing structure of social needs and best meet current and future effective demand.

Schumpeter follows defined functionality of the innovation sphere:

- ✚ commercial analysis of potential users of innovation;
- ✚ search for promising ideas, sources of functioning;
- ✚ organization of creation and innovation;
- ✚ replication;
- ✚ support and disposal.

In innovation includes scientists and inventors, a division developing and implementing innovation; venture capital and scientific and technical organizations; education system.

Operating conditions are due to the sphere of innovative intellectual property and ownership of the products of innovation. It is formed by a specialized material-technical base, accumulate specific techniques and methods of organization and innovation management, disparate processes of creation and innovation combine into a single innovative process that provides the conditions for their development of businesses and consumers.

There are different definitions of innovation. It can be defined as a set of scientific, technological, organizational, financial, commercial events that lead to innovation. In particular

it is the breaking of the joint activity of employees of the company (companies), aimed at the creation and implementation of innovations.

The activity is an innovative, if it brings new knowledge, technologies, techniques and approaches to produce a result that is in high demand in the community.

Innovative activity is systemic, and the system image of society and subjects of such activities.

It is a complex of measures for the development, implementation, development, production, diffusion and commercialization of innovations, integrated into a single logical circuit. Each link in the chain has its own content and its own laws of development. Scientific research, developmental and technological development, investment, commercial and industrial activities are subject to one main goal - the creation of innovation.

Innovation inherent in the pursuit of the maximum balance of technological and economic factors, optimization of time limits, the involvement of the largest possible number of sources of innovative ideas, as well as cost savings throughout the life cycle of innovation.

CONCLUSION

Innovative activity in contrast to the conventional production is characterized by:

- ✓ at greater risk of commercialization of innovation (50%); the need for constant monitoring of the intermediate stages of innovation, that in the absence of concrete results to decide on the termination of work;
- ✓ Depending on the complexity of the establishment of the results of the wasted resources and the size of investment (in the first period of implementation of the innovative products can not make any money, and then profit increases dramatically).

Production, scientific-technical and innovation are closely linked, but the formation of infrastructure for each type of activity is characterized by specialized organizational elements and mechanisms of their functioning. The process of development of innovative infrastructure began with the creation of separate laboratories, technology parks and incubators of science intensive technologies.

A necessary condition for economic growth and improve the quality of life of any country is an innovative activity. In turn, it depends on the economic, scientific and technical potential of the state, its innovation policy and resources, the spiritual state of society.

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ACADEMICA

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SOCIAL SECTOR ECONOMY AND MAIN DIRECTIONS OF ITS DEVELOPMENT

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ABSTRACT

This article describes research on social problems and their current solutions. The article analyzes the views of international and national scholars working in the social sphere. Significant changes in the industry are covered on the basis of accurate statistics. There are opinions about the important role of the social sphere in the policy of our state.

KEYWORDS: *Digital Economy, Economic Activity, Gross Domestic Product, Social Strata Of The Population, Social Sphere, Education, Health, Social Equality, New Jobs, Spending, Social Spending.*

INTRODUCTION

As stated in the Address of the President of the Republic of Uzbekistan Sh. Mirziyoyev to the Oliy Majlis on January 24, 2020, "oshirish improving the welfare of the population and strengthening its social protection will remain one of our main tasks" [1]. It is in our country that state programs in this area are being developed and consistent reforms are being carried out. In particular, in the implementation of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan for 2017-2021, the implementation of state programs adopted each year, based on the names given to the years in our country, is of particular importance. It is known that 2020 has been named the Year of Science, Enlightenment and Development of the Digital Economy in our country, and the state program for its implementation has identified social protection as the main task. Because the economy of the social sphere is the basis of the

country's development. At the same time, the formation of a digital economy is a requirement of the times. It is known that the digital economy is based on digital technologies, and digital technologies not only improve the quality of products and services, but also reduce unnecessary costs and improve the economy of the social sphere.

The analysis shows that the bulk of public spending in the country, about 60%, is directed to the social sphere and social protection. In recent years, practical work has been carried out on the general socio-economic development of the regions of the country, radical improvement of living standards, achieving quality changes in living standards. However, our research shows that there are a number of problems in this area that need to be addressed. Liberalization of internal migration is an urgent task in solving these problems. This is because there is a huge gap between where the main workforce lives and where we have jobs. It is also advisable to carry out systematic work to provide financial support to businesses in creating new jobs and to prepare the population for today's profession.

In addition, the legal regulation of the "consumer basket" to determine the income of the population necessary for a decent life, wages, pensions and other social benefits, taking into account the "consumer basket" in the regions. The introduction of modern approaches to the system of determining the amount of loaves is an objective necessity.

ANALYSIS OF THE LITERATURE USED

The first views on the social sphere belong to Adam Smith. According to him, the wealth of society is equal to the sum of different products, and productive labor is the cost of material production. The labor theory of wealth and the limited theory of labor productivity were later developed in the Marxist economic literature. At the same time, non-Marxist economic thought was aimed at destroying Smith's theory of the limitations of wealth and labor. The following views apply directly to Joe Mill. He calculated that the economic laws of production should be different from the laws of distribution. While the laws of production are objective in nature and depend only on the factors of production, the laws of distribution depend on individuals and are subjective in nature.

The work of the Italian economist Wilfred Pareto is of particular importance in developing the basis of the theory of the welfare of the population.

He developed in 1909 the perfect matching of resources and income under conditions of perfect competition, and this condition is referred to in the economic literature as Pareto efficiency or Pareto optimum. According to Pareto, resources will be optimally distributed to all. Each market participant has a share according to its economic movement, and the resources at the disposal of one begin to flow to the other. This approach is called 'Pareto improvement'.

The theory of social wealth developed by I. Bentham is also used in developed countries. According to this theory, the sum of the happiness of every human being constitutes the happiness of society. Those with higher incomes are taxed, and those with lower incomes are assisted by transfers. In recent years, foreign economists H. Leibenstein and T. Skitovsky have shown that there are objective reasons for the irrational consumption of consumers. For example, the consumption of tobacco and alcohol is harmful to health, but they are still consumed.

The analysis of theoretical sources shows that a number of scientific researches are being carried out by Uzbek scientists in this direction. After all, one of our local scientists TT Djuraev also

conducted a number of scientific researches in this field.

In addition, the head of our state, President Sh. Mirziyoyev, is currently working in the national economy to improve the living standards of the population, increase incomes and reduce poverty. In particular, "... as we aim to turn Uzbekistan into a developed country, we can achieve this only through accelerated reforms, science and innovation" [1].

RESEARCH METHODOLOGY

In order to find our place in the world, to join the ranks of developed countries, the main focus will undoubtedly be on education and health. One of the biggest problems today is that we are not able to provide educational institutions with high-level innovative technologies. If we look at the education system in Japan or other advanced countries, it is equipped with highly innovative technologies. In this way, we will look at the sectors that need to be provided with other innovative digital technologies.

1. Education is one of the most important sectors of the economy, so not every city, region and district educational institutions are fully equipped with modern technologies.
2. Health care - Highly qualified doctors and medical equipment are available only in urban, regional or district centers, and in remote areas, the work is slow.
3. Service - Many services, especially in places frequented by tourists, use old technology. An example of this is the fact that the service sector in Samarkand or Khorezm regions, which are the most visited by tourists, does not fully meet world standards.
4. Transportation services - payments for transport services in remote areas can be made only in cash, no monthly special payment cards are used or paid directly by plastic cards or account the conditions for doing so have not been established.

In our country, a number of positive steps are being taken to address these issues, including education: "In 2020, 36 new schools will be built and 211 will be overhauled at the expense of 1.7 trillion allocated from the budget. In addition, 55 private schools will be established, bringing the number to 141." [1]

The role of the state in the social sphere varies in developed countries. One of the most important functions of the state is the social policy function of the state. By social policy of the state we mean a set of measures taken by the state to create a stable and high standard of living for the population to implement the system of social protection. Practice shows that the social policy of the state had its own characteristics at different times, and the results of this policy were also different. However, regardless of the nature of social policy, we can divide the areas that determine the social policy of the state into several parts, which include:

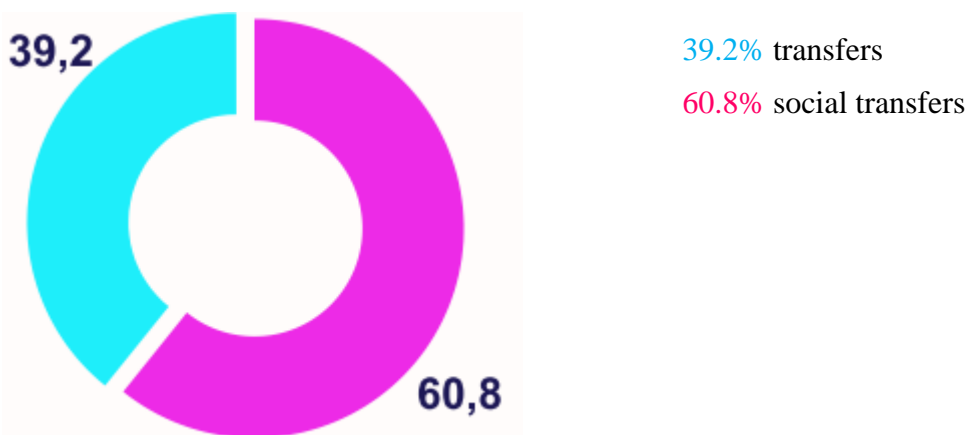
1. The distribution of material and spiritual wealth must be carried out in such a way that it is necessary and necessary to ensure social justice in society.
2. Demographic policy should be conducted in such a way that the optimal use of labor resources is possible. It is important to focus on international practices.
3. The main task of the state social direction is to form the income of the population through various sources in order to create a rational social structure of society.

In organizing the above, it is necessary to carry out work related to the financial and monetary policy of the following state.

Timely payment of wages and periodic increase in wages in line with inflation.

- ✓ Increasing real money in the hands of the population through social consumption funds.
- ✓ Increasing the types of income from property through private ownership.
- ✓ Supporting the private sector through corporate revenues.

While part of the population's income is related to the quality of labor, the other part is not related to the quality of labor. In 2019, the priority of spending on the social sphere and social support of the population has been maintained, with 54% of the state budget expenditures directed to these purposes. 57822.3 billion soums will be spent on social expenditures in 2019. The plan to transfer UZS was successfully implemented. The share of transfers in the total income of the population in 2019 increased by 1.4% and amounted to 25.3%. Income from transfers consists of income from social transfers (pensions, allowances, stipends) and other current transfers. According to preliminary data for January-December 2019, 39.2% of transfers were revenues from social transfers, while 60.8% were revenues from other current transfers. Changes in pensions, benefits and stipends over the past period have allowed for an increase in the total income of the population by 2.8%.



In order to create additional conditions for the creation of new jobs and encourage employment, the State Fund for Employment Promotion will receive 300 billion soums from the state budget of the Republic of Uzbekistan. UZS were allocated. As a result of such measures, it is possible to employ an additional 140,000 people a month and improve the well-being of their families. At present, about 60% of the country's budget is spent on social sphere. Of these, the largest expenditures are for education (9,774), health care (1,165) and social security for 36,903,000 people.

CONCLUSION

In conclusion, the faster we develop the social sphere, the sooner the problems that are being discussed by the general public will be resolved than expected. In the digital economy, information and communication technologies are one of the important factors for the development of the social sphere economy. As we move to a digital economy, some of our problems will automatically be solved. In this regard, it is advisable to establish contacts with developed countries and receive financial assistance. Providing all layers with Internet technology and creating a common framework for all will certainly be very effective.

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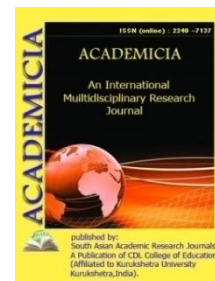
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ACADEMICA

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THE DEVELOPMENT OF THE UZBEK LITERARY ENVIRONMENT IN KARAKALPAKSTAN DURING INDEPENDENCE

UDC: 82-14 (575.172)

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ABSTRACT

This article describes Uzbek artists who live in Karakalpakstan and contribute to the development of Uzbek literature. It is worth mentioning the creativity of creators during the years of independence. In particular, the works of Gulistan Matyakubova, a well-known poet and statesman, who works simultaneously in Uzbek and Karakalpakstan, will be studied and analyzed. The works of this period speak of the peculiarities and peculiarities of the subject matter.

KEYWORDS: *Character(Type), Lyric, Independence, Theme, Freedom, Motherland, Skill, Literature Process.*

INTRODUCTION

In the years of independence there have been significant changes in the field of literature, as in all spheres. Most of the topics covered in the literature included the notions of Independence, Freedom, Freelance and Homeland, and began to reflect on the Motherland, its free and prosperous future, its original mood and mood. Because independence has been the embodiment of the noble aspirations of our people for centuries. Many writers, journalists, and poets have left this trace of success. Poems, articles, and collections are embodied in the mood of the people, reflecting the aspirations of the people and their creative and creative moods throughout the country. This theme was very relevant to the artists of the period of independence.

MAIN BODY

Among the poets, writers and scholars who live and work in Karakalpakstan, we can see that this theme is illustrated in the works of Gulistan Matyakubova. As a State Poet, we can see that the novel has a very deep and vivid understanding of the importance of creativity, its importance in people's lives, its significance in the field of literature. Poetry is very close to the hearts of the people due to the simplicity of the language. His poems reflect the caloric content of the

environment, as the poet Zulfiakhanim once said: "No matter how hard the two pole and the two seas are, the heart is calm and calm. the river basins, the polar views of the vast expanse, the power of the native people to conjure up the feelings of love and the viscosity of the vivid images of life.- definition living with the pain of the people is the basis of poetry. As a child of this people, the poet aims to instill in his heart a sense of patriotism through the notions of love, love, tolerance, diligence, kindness, promise, loyalty in the heart of every person. . After all, along with national traditions, values and spiritual values, the importance of the social life of the time is very important for the formation of the youth as a person.

When it comes to independence, poetry, poems, and articles in every aspect of the life of the poet are felt. We will learn and understand that he created purple lines that would inspire our people, create a deeper sense of the past and the extravagance of life. Poet Zulfiakhonim: "It is true that we have been deceived by the fate of our homeland, our people, our past and our past, and the terrible days we had. Our brave words about bitter, burnt truths. In one poem it says:

Tell us all about yourself,

Rates are based on action.

"All for the people,"

We only aggravated those who thought for themselves. "

My people have departed.

It was the way of independence.

Hopefully,

The rose was the way to spring.

Wide openings,

It was windy.

Silver mornings,

It was a dream.

My people have departed.

It was the way of independence.

The poet describes the road to Independence as a bright and promising road for tomorrow. People seek to vividly portray thoughts, feelings, and emotions in their hearts, and express their belief that this path will lead to a bright future:

Who says independence is our happiness,

The spirits of the fathers have returned to their souls.

Who is saying, our lofty throne,

Where are the good days gone?

The poor track watches every day,

It is a spectator to an interesting world.

The brave create tomorrow,

For the sake of the motherland, we all need to contribute to the development of our independence, to live up to our homeland and to bring up brave children who live for our homeland without being a spectator for our bright future. '.

The theme of Homeland plays a great role in the poetry. As they exalt the motherland, each new corpse is filled with new feelings and new experiences. There are many poems in the works of Soira. Here are some of the poetry's most beautiful poems:

Today, in my heart, I live in the Motherland,

The light in my eyes is my motherland.

From my time of happiness I live in my homeland,

Amu Darya is not on the ground, but in my veins.

My motherland is a free country for deserts and mountains.

A thousand words of wisdom are in my heart from one moment of history,

A thousand wonder of the grass that fell on the ground.

Your wine is in my blood,

My dear friend's complete goals are with me,

My homeland is a free country where Murod has achieved his goal

These are some of the poems that have come from the heart of the poet, expressing his gratitude for the present life of the motherland. It is a great inspiration for every artist to have a happy, peaceful life in their homeland. With this feeling of gratitude, the poems of love and devotion and love are created.

The poet's heart is so wide and so deep that it sings so much that it sings the world. He is always concerned about the prosperity and well-being of the people, and does not tire of singing about the people who have sacrificed their minds and love for their country. The poet's poems on friendship and brotherhood also deserve admiration. The poet also deeply respected the beautiful life, nature, history and history of the fraternal peoples and created beautiful illustrations for them.

Hello, my cousins

Thousands of millennials,

I used to laugh ten times,

The beacon of love in the eyes.

Weeping, we know

Abai is our great grandfather,

Our glorious voice from history,

More loud today.

In the Red Horn, Nukus sets out for a journey - and his unfaithful relationship with the Kazakh people glorifies his literary connections. These poems reflect the poet's feelings for the people.

Beijing streets,
Females from all over the world,
A thousand nights of light and pain,
Burning eyes of radiant beauty
China, which is full of global pain,
The whole world would be right to love.

Poems about the poet's trip to China reflect the mother, child, and world of peace. The poet wrote beautiful poems about the nature, human qualities, customs and culture of this country. In these poems there are poetic expressions, similarities and deep meanings of heart. He has made good use of words and phrases about the busy streets of Beijing, women and girls, and the historic Chinese walls.

CONCLUSION

Poetry's work portrays intricate dramaticism as a heroic lyric hero who clearly understands the contradictions of the time and deeply embodies the ideas of independence. The language of a work of art is a complex phenomenon, and its importance in the development of poetic skills. One of the peculiarities of the lyric during independence is its poetic language. In the work of G. Matyakubova, the poet used the image of the national language widely, from its phonetic sequences to its lexical richness and syntactic construction. Using folklore and folklore, the folklore achieved the expressive, emotional and profound meaning of the lyrics. The success of our well-known masters in this field is reflected in the example of many literary texts of our thesis.

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MILK PRODUCTIVITY DEPENDING ON THE COLOUR OF SHEEP UDK: 636.32.034

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ABSTRACT

The article presents the study of milk productivity of karakul sheep depending on the colour in the northern conditions of the Republic of Karakalpakstan. Optimal opportunities of increasing milk productivity were determined; the results of changing daily milk productivity in age-dependent dynamics were given.

KEYWORDS: Milk Productivity, Sheep Colour, Sheep Age.

INTRODUCTION

Karakul sheep raising is the important branch of desert and semi-desert animal husbandry of the Republic of Kazakhstan and plays a great role in solving problems of food independence of the country and providing light industry with raw material of proper manufacture.

In many researches, which were carried out in our country and foreign countries it was stated that milk productivity of sheep mainly depends on breed the level of feeding and keeping, age of the animal, etc.

[1] Considers that during the first month of life lamb in connection with nourishment completely depends on the milk of mother and increasing the amount of receiving milk helps to rise its average daily weight. Further he shows that the condition of feeding, which limits the growth in early period of life, shows influence on final development of animal, but by inadequate feeding in sucking period the growth of parts, which grow more in this period, is stopped.

The main reason of falling behind lambs in growth and development in sucking period is insufficient milk productivity of mothers.

[5] established that milk productivity of karakul sheep of black colour exceeds productivity of grey sheep to 6,3%. According to his data highest daily yield of milk on black sheep is 635 g, on

grey sheep - 550 g, besides milk of black sheep is richer on containing grease to 0,92%, protein - 0,04%, sugar - 1,0% and dry elements to 2,1% comparing with the sheep of grey colour.

According to the data of [3], black karakul sheep have more milk yielding capacity than grey sheep in two months and twenty days of lactation in the conditions of Tajikistan. Herein, the most amount of milk was taken from the sheep of harsh type of constitution, and the least was taken from soft constitution of the both colour. According to the information of [2], many factors influence on the level of milk productivity. Mother which is raising twins, products to 40%, raising triplet to 90-90% more milk than the mother which is raising single. He also notes that a very important condition of mothers at the moment of lambing in that grease reserves can be mobilized for producing milk. Mothers' age also influences on their milk productivity.

Scientists of karakul sheep raising of the Republic of Uzbekistan carried out a number of important scientific research work which allow to improve well the methods of selection and choice, increasing pedigree value, also fully accomplishing the breed. Genetic resources of karakul sheep are supplemented with inbred, mill types of producing karakul of black, grey, sur, white, pink colours.

Changing the economic situation of market to karakul raw material (lamb pelt, maw, wool, sheepskin) and mutton connecting to transferring economics into marketable relation dictates the necessity of scientific solutions of actual problems of reorganizing them in quality on the basis of existing material.

Scientists of karakul sheep raising of the country carried out a number of scientific research works which allow to improve well the methods of selection and choice increasing the quality of pedigree production, also fully accomplishing the breed. Scientific researches of many years, which were carried out on karakul sheep, show that one-sided selection and choice only about lamb pelt, without enough accounting their exterior peculiarities and type of body build can lead to decrease of animal viability.

METHOD OF THE RESEARCH

Milk yielding capacity was defined with accounting way - according to the difference in living mass of lambs before and after feeding during the first month and emulge milk of mothers in following months of lactation. At the time of research all mothers were typical to their kind, have average fatness in lambing period, kept in general fold, were at the age of 2-7.

Numeral material of experimental part of the research was processed with the methods of variation statistics [4].

MAIN PART

Scientists of karakul sheep raising of the Republic of Uzbekistan carried out a number of scientific research works which allow to improve well the methods of selection and choice increasing the quality of pedigree production, also fully accomplishing the breed. Scientific researches of many years, which were carried out on karakul sheep, show that one-sided selection and choice only about karakul lamb pelt, without enough accounting their milk productivity can lead to decrease of animal viability, also, exterior peculiarities and type of body build.

Marketable milk is mainly received from the sheep of karakul breed, since their lambs are killed for receiving fur in the first days of their life. [6]. Milking karakul sheep is sufficiently widely used in the Republic of Karakalpakstan. The results of researching milk productivity of karakul sheep of different colour were given in the following table 1.

TABLE 1 MILK PRODUCTIVITY OF KARAKUL SHEEP DEPENDING ON COLOUR

Sheep colour	Duration of lactation	Milk productivity on lactation, kg	
		wavering	maximum
Black	90-110	52-57	66,6
Sur	85-100	47-53	63,8
Grey	90-100	48-55	64,3

Analysis of the table shows that milk productivity of karakul sheep on great level depends on sheep colour, also the conditions of feeding and keeping, duration of lactation period.

It should be mentioned that average daily amount of milk, which was taken from mothers of different types of constitution, kept in the same conditions of feeding and keeping varies in wide ranges and it witnesses about large opportunities of karakul sheep selection on this feature.

Sheep milk serves as single or main source of feeding for lambs in their first 1-2 months of life. As far as, mother milk is very important in feeding lambs.

It should be mentioned that lactation period of sheep continues 85-110 days, most amount of milk in a day comes to the second decade after lambing. Yield of milk increases till the fifth lactation, and then decreases. At the end of lactation yield of milk decreases to 100-120 g in a day.

In this way, the results of carried out researches and observations witness about relation of mother milk with sheep colour.

Mothers' milk yielding capacity directly depends on the age of sheep. This data is presented in the table 2.

TABLE 2 DAILY MILK PRODUCTIVITY DEPENDING ON THE AGE OF SHEEP

No	Age of sheep	Milking in the morning grams $X \pm Sx$	Milking in the evening grams $X \pm Sx$	Total in a day grams $X \pm Sx$
1	1 st lambing (n=15)	490,51 \pm 0,31	379,98 \pm 0,27	870,49 \pm 0,70
2	2 nd lambing (n=16)	501,67 \pm 0,39	408,99 \pm 0,35	910,66 \pm 0,81
3	3 rd lambing (n=21)	560,70 \pm 0,44	430,01 \pm 0,41	990,70 \pm 0,88
4	4 th lambing (n=25)	614,80 \pm 0,56	405,58 \pm 0,35	1020,36 \pm 0,90
5	5 th lambing (n=24)	635,90 \pm 0,61	455,65 \pm 0,35	1091,55 \pm 0,90
6	6 th lambing (n=18)	690,40 \pm 0,59	450,2 \pm 0,35	1140,60 \pm 1,1
7	7 th lambing (n=16)	641,40 \pm 0,64	453,05 \pm 0,48	1094,45 \pm 1,0
8	8 th lambing (n=12)	498,4 \pm 0,39	472,35 \pm 0,37	910,75 \pm 0,97
9	Average (n=147)	568,35 \pm 0,41	431,972 \pm 0,41	1003,69 \pm 0,96

Analysis of the table 2 shows that with the age from the first lambing to sixth lambing daily milk yielding capacity of mothers increases and beginning from the seventh lambing and following ages, mothers' milk yielding capacity increases.

CONCLUSION

Difference in mothers' milk yielding capacity of different colour and age was identified in all periods of lactation. The most indicators of milk yielding capacity were noted on sheep of black colour, the least – on sheep of sur colour, sheep of grey colour took the medium position according to this indicator. It should be mentioned that in karakul sheep raising selection works are carried out on quality of karakul and mothers' milk yielding capacity.

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ACADEMICIA

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URGENT ISSUES FOR IMPROVING INVESTMENT CLIMATE IN LOCAL REGIONS (IN UZBEKISTAN)

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ABSTRACT

It is indisputable that a favourable investment climate is a prerequisite for ensuring a stable high development of the economy, attracting investments in local regions and industries, as well as enhancing entrepreneurial activity. The aim of the article is to analyse main problems for improving investment environment in local areas and determine worthy solutions in order to provide people with a prosperous life, as well as to create opportunities and conditions to avoid possible inconveniences with our foreign partners.

KEYWORDS: *Foreign Investment, Investors, Public-Private Partnership, Entrepreneurship, the Global Market, Investment Projects, Financial Institutions.*

INTRODUCTION

We recognize that reforming the business environment is one of the most important areas in the global development agenda for donors and governments. Good governance, transparency, stability and predictability are indispensable foundations for economic development. If these basic political and legal features are lacking, normally useful stimulants to economic growth – such as abundant natural resources, low taxes, or low labour costs – will not be as effective as they could be. Because political instability and inadequate security disrupt most legitimate business activity, it is up to governments to make the safeguarding of civil, political and economic rights and freedoms their first priority. In addition to securing human rights and

preventing crime, governments must protect both foreign and domestic investments against arbitrary or uncompensated seizures, discriminatory sanctions, and government interventions stemming from political events. Governments can improve their transparency and legislative stability by adhering to global or regional standards in commercial legislation; by publishing laws, regulations and government decisions; and by allowing a period of notice and comment prior to final adoption of laws and regulations. Through e-government, the Internet affords low-cost possibilities for shedding light on how governments function and how they interact with and regulate business. It is well known that investment is one of the most driving forces of the economy. In recent years, the attraction and use of foreign investments in the modern world has become increasingly important for each country.

MAIN PART

The World Bank defines an investment climate as the opportunities and incentives for firms to invest productively, create jobs, and expand. Similarly, for the purposes of the Guide, the business and investment climate serves as the framework that enables foreign and domestic companies to conduct business and seek profits in a given country. Relating to this, a worldwide system of public-private partnership is one of the most important factors in attracting investments. We know that Uzbekistan is a newly-independent Central Asian country, where the same approaches of valuation methods are employed as in Russia, the Ukraine, and other European parts of the former Soviet Union. The provided analysis of investment climate in Uzbekistan suggests that the currency convertibility, lack of transparency and predictability, overregulated financial sector, limiting ownership and restrictions in “strategic” sectors are the greatest obstacles for many potential foreign investors. Also, inadequacies in investment policy and underdevelopment of stock exchange resulted 60% of all foreign investments went to energy sector. Overall business climate in Uzbekistan can be described as stable, but with a potential for rapid growth in the event of more radical reforms towards market. At the same time, the Government of Uzbekistan and our business community have paid sufficient attention to the fact that goods and services produced in partnership with foreign capital or developed countries are already playing a role in the free market economy. How to attract investors to the regions and what conditions should be created for this? How to increase the level of trust in financial structures? We can say that these questions have a positive response and we can say with certainty that this situation is continuing. For the purpose of creation of the most favorable investment climate for foreign investors, direct investments in the development of high-tech industries, the President of Uzbekistan has signed the Decree **"On measures for implementation of the Investment Program of the Republic of Uzbekistan for 2020-2022"**[1] which became the basis for further investment attraction. According to Norma, the decision approved the Investment Program of the Republic of Uzbekistan for 2020-2022. In it: Consolidated projection of capital investments in 2020-2022, including 850.5 trillion soums of investments, including foreign investments of \$ 35.5 billion. Forecasting parameters of investment and loans attraction and attraction in 2020-2022; the target program for the launch of large production facilities and capacities in 2020 is to provide 206 new productions and more than 31,000 jobs. Also confirmed:

- investment and Credit Disposal Program for 2020, as well as projected performance indicators for the quarter;

- the target program of investment projects with attraction of foreign loans under the state guarantee of the Republic of Uzbekistan in 2020;
- target program of investment projects with attraction of foreign direct investments and loans in 2020;
- list of investment projects that will require the development, coordination and approval of pre-project and project documentation by 2020;
- list of promising investment projects to be developed in 2020 changes and additions to the approved project estimate documentation for projects (objects) are made in accordance with government decisions;
- preventing unauthorized persons from interfering with the construction and modification and amendment of the approved design estimates.

The investment and business climate is made up of much more than just the tax rates and fiscal incentives available to businesses. Other critical components include: political stability, rule of law, macroeconomic conditions, perceptions of government, and the regulatory environment. Some counties and governments often neglect the importance of the business climate when inviting foreign direct investment. Contrarily, they tend to focus on market size, availability of natural resources and costs. While all these factors are important, the investment climate is a critical factor and should not be underestimated. The President of the Republic of Uzbekistan ShavkatMirziyoyev sent a letter to the Supreme Assembly on January 24, 2020, in which he dedicated himself to the work of our people in 2019 - "The Year of Active Investment and Social Development" a positive change in the size of investments. That is, "Along with the positive results in all sectors, the volume of investments has increased significantly. In particular, FDI is \$ 4.2 billion compared to 2018. I want to focus on your business - \$ 3.1 billion, or 3.7 times"[2].

CHALLENGES ON THE EFFECTIVE ATTRACTING OF INVESTMENTS AND THEIR SOLUTION .As you know, in leading foreign countries (England ,USA, etc.) the main largest parts of the financing of the economy comes from equity funds, bonds, and only the smaller on bank financing. However, in Uzbekistan, banking sector assets are 130 times higher than shares in free float. These are very ashamed merits, which, on the other hand, show huge growth potential.

It is also worth noting that, some local areas of Uzbekistan have not yet been invested completely. Take an example of Kashkadarya region. This region is divided into 14 districts and each district is quite different from its natural conditions, traditional industries and the level of infrastructure. Each region has its own activities and production traditions. For instance, in January- September 2019, the volume of investments in fixed assets showed an upward trend in the regions (*Graph 1*). During the first 9 months of 2019 from January to September, Kashkadarya region attracted investments in fixed capital for total amount of 14804, 4 billion soums, of which 5658,2 billion (38,2%) were used for construction and repair works. The largest amount of investments was attracted to Nishan district about 7647,2 billion soums, followed by Mubarek (1498,3 billion), Karshi (1530 billion), And Guzar (1206 billion) districts. The least attracted investments are Shakhrisabz and Mirishkor districts, accordingly 104,4 billion soums and 141,4 billion soums. If we analyse these results, we can conclude that Nishan district and Karshi city have the highest share in total fixed assets [3]. The reason why,

these cities have made all amenities and conditions to attract foreign investments. Because foreign investment is a key priority for the region's development.

Therefore, last 2019 year of September, 302,6 million dollar of 24 deals were signed at Kashkadarya investment forum in order to improve investment environment of each district. As the result of the negotiations, memorandums were also signed on projects for production of juice products with Indian Chamber of Commerce (investment amount -15million dollar), and a solar power plant in Chirokchi district together with NTPC, India (US \$ 100million) and other important contracts [4].

However, recently there have been some problematic issues related to ensuring guarantees of property rights. In particular, cases of violation of the rights of owners during the seizure and demolition of real estate.

Graph 1 Investments in fixed assets January-September 2019

	Total		Including and , construction repair work	
	<i>Billion soum</i>	<i>Growth rate, %</i>	<i>Billion soum</i>	<i>Growth rate, %</i>
➤ By regions:	14804,8	118,5	5658,2	➤ 38,2
Towns:				
➤ Karshi	1520,2	117,1	784,4	51,6
➤ Shakhrisabz	104,4	75,4	59,4	56,9
Districts:				
➤ Guzar	1206	84,1	880,1	73,0
➤ Dekhkanabad	602,0	95,5	478,4	79,4
➤ Kamashi	162,1	170,8	85,4	52,7
➤ Karshi	608,9	229,8	200,1	32,9
➤ Koson	197,5	14,1	83,7	42,4
➤ Kitab	322,4	153,2	160,3	49,7
➤ Mirishkar	141,4	138,6	52,7	37,3
➤ Muborak	1498,2	117,6	423,5	28,3
➤ Nishon	7647,2	152,7	2077,6	27,2
➤ Kasbi	252,9	263,3	70,8	28,0
➤ Chirokchi	181,1	92,9	135,6	74,9
➤ Shakhrisabz	134,0	117,0	83,8	62,5
➤ Yakkabag	225,8	99,9	82,4	36,5

Admittedly, until very recently, there were still bureaucratic barriers and red tape in the allocation of land. Investors seek a predictable and acceptable return on their investment: "Money is a coward," is a common catchphrase. In order to attain a competitive return, an investor will seek to avoid three key obstacles: cost, delay, and risk. If a poor investment climate –through taxes, fees, fines, corruption and added need for services (lawyers, accountants, consultants, etc.) increases the cost of the investment transaction, an investor competitive [5]. In addition, there were cases of initiation of issues of revision and cancellation of the results may look elsewhere even though labour, transport and energy costs may be of privatization, which negatively affected the confidence of the ownership. The course taken on the policy of openness, direct dialogue with the public, including with entrepreneurs and investors, allowed us to identify problematic issues well as take effective measures to eliminate them. In particular, in order to address the above issues, relevant decisions were taken by the President of the Republic of Uzbekistan. Thus, nowadays, intensive reforms have been carried out under the leadership of the President of the Republic of Uzbekistan Sh. Mirziyoyev.

Conclusion and future works: To sum up, a good investment climate is an essential pillar of a country's strategy to stimulate economic growth which in turn generates opportunities for poor people to have more productive jobs and higher income. So if we overcome some of the above disadvantages to attract investments, we think the investment climate in our country will be even better. As the President of our country noted: "The most important thing is to place investment projects correctly. The only requirement of investors is that the project site has the necessary infrastructure. More importantly, we can achieve systematic industrial growth by attracting investors to areas where infrastructure is present and accessible. Where there is industry, there will be jobs and income, housing, social facilities, and towns." [6]

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THE IMPACT OF THE DIGITAL ECONOMY ON ECONOMIC GROWTH

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ABSTRACT

The article outlines the importance of the digital economy in the economic growth of the Republic of Uzbekistan, its benefits, reforms and recommendations made by the government for its development.

KEYWORDS: *Sustainable Development, Economic Growth, Digital Economy, Modernization, Diversification.*

INTRODUCTION

The key to solving all social, economic and other problems in society is to achieve sustainable development and economic growth of the national economy. The welfare of the population will ultimately depend on the level and pace of economic growth. Depending on the pace and extent of economic growth, it is possible to evaluate the economic status of society. The indicator of how well its goals are implemented is either GDP per capita or national income. It is worth noting that as a result of macroeconomic stabilization and economic growth in the country, the living standards of the population are improving and living standards are improving.

Indeed, globalization, integration, acceleration of integration processes, industrialization, environmental, demographic and political factors in the economic life of the whole world require the balanced development of each national economy, with special attention. Under the conditions of economic globalization, knowledge of the criteria of economic equilibrium is important in the development of a sound economic policy of the state. In all countries, employment at different stages of development, strengthening of the national currency, increasing the growth rates have always been topical. Therefore, these issues are reflected in the economic policy carried out in

our country, and the solution of these problems will directly improve the living standards and welfare of the people.

ANALYSIS AND RESULTS

It is worth noting that economic growth also means expanding the country's manufacturing capacity. The quantitative increase and qualitative improvement of national production results will eventually lead to a shift in the right-hand curve. Economic growth will increase the amount of social products, which will lead to an increase in the well-being of the population. The economy will be able to better meet the existing needs.

The importance of economic growth should also be taken into account. Significant rates of economic growth vary depending on the size of real countries. For countries with relatively small real GDP, economic growth at the level of 8-10% can be considered normal, and for countries with high real GDP, the economic growth rate of 2-3% can be significant.

Development of science and technology is an important factor in ensuring labor productivity and economic growth. Technological progress includes not only new production methods, but also new forms of management and production organization. Generally speaking, science and technology mean the emergence of new methods that require a new combination of existing resources to increase the output of products. Currently, the main task of our country in the modernization and diversification of the economy is to apply new techniques and technologies to production, to introduce new methods and forms of production organization and management.

In the context of globalization, digitization of the national economy plays an important role in integrating the economies of developed countries. In the new economy, digital networking and communication infrastructure provide a global platform that enables it to develop strategies for enterprise and organization development. In addition, they enable collaboration, economic communication and information exchange and efficiency. Currently, the transition to digital technology is underway. From media to automobiles, tourism, agriculture and healthcare, efforts are now underway to digitize the entire economic system. In this regard, the President's Address to the Oliy Majlis of the Republic of Uzbekistan states: "To achieve development we must acquire digital knowledge and modern information technologies. This will allow us to follow the shortest path of advancement. This year, we need to make a radical turn towards the development of the digital economy. First of all, it is necessary to fully digitize construction, energy, agriculture and water management, transport, geology, cadastre, healthcare, education, and archives." [1]

- According to BCG: Internet products can add about \$ 6 trillion to the global economy by 2025 (according to other data, from \$ 1.9 to \$ 14.4 trillion in 2020) [2]. The share of the digital economy in the GDP of the developed countries will reach 5.5% and in the developing countries - 4.9% [3].
- According to the project of the Concept of development of the system of "electronic government" of the Republic of Uzbekistan it is planned to increase the share of ICT in GDP by 2025 to 5.0%, and by 2030 to 10%.

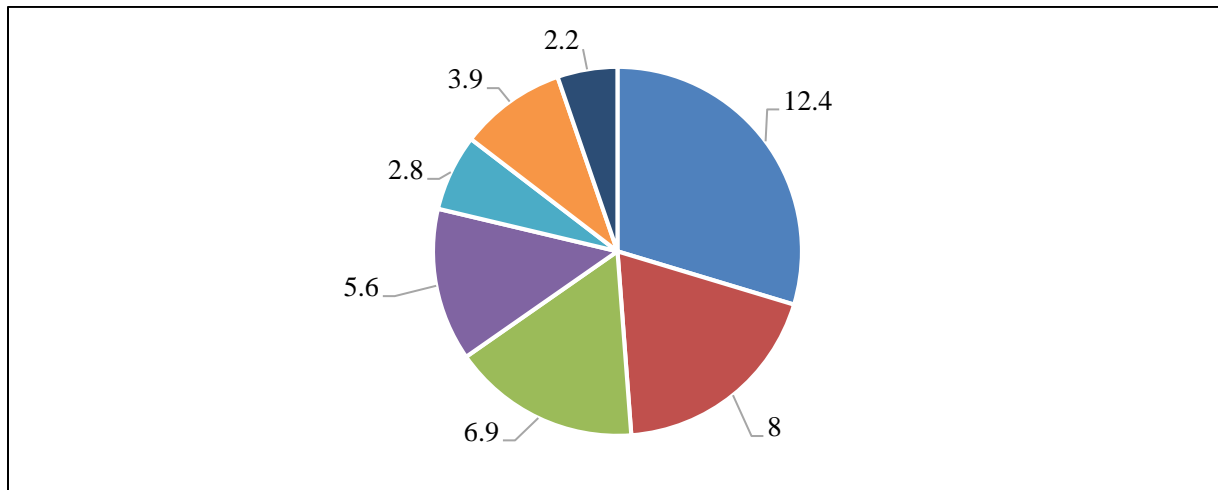


Figure 1. The contribution of the digital economy to GDP

According to the data presented in Figure 1, the share of the digital economy in the Republic of Uzbekistan is 2.2%, as well as in the UK - 12.4%, South Korea - 8%, China - 6.9%, India - 5.6%, in Russia - 2.8%, Kazakhstan - 3.9%. Given that currently the average acceptable value is 7-8%, the lower rates in Kazakhstan, Russia and the Republic of Uzbekistan will mean more work on digitalization in these countries.

The "digital" economy is at the forefront of efficiency gains: the more customers a company has, the more "effective" it will be to attract new customers and others to the production process, and will be able to offer better service at the same price. The benefits of a "digital" economy are many, most importantly it will prevent the shadow economy and help it eliminate corruption.

Of course, digitization of all sectors of the economy will not be easy, but without digitization it will not be possible to integrate into the world economy. For this purpose it is necessary to perform the following tasks in a number of priority areas. Including:

- Modernizing digital infrastructure based on modern requirements.
- Establish "digital production" with the use of technology to ensure product quality and competitiveness in industries and to increase efficiency.
- Creating and maintaining effective small and medium-sized enterprises in the field of digital technologies and platforms and digital services.
- Creation of data centers that provide easy, stable, secure and cost-effective data storage and processing services to the government, businesses and citizens.
- Introduction of digital data platforms to meet the needs of authorities, businesses and citizens.
- Full transition to non-cash (electronic) payments, remote access and other electronic forms of banking and finance activities.
- Ensuring integration of electronic payment systems with the world payment systems.

CONCLUSION/RECOMMENDATIONS

In conclusion, the successful implementation of these tasks will accelerate the creation of technology parks, business hubs, scientific and technological clusters and coworking centers to support innovative activities in the field of information technology.

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A LITERATURE REVIEW OF EFL ASSESSMENT IN PRIMARY SCHOOLS AND ITS INFLUENCE INTO THE YOUNG LEARNERS' MOTIVATION

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ABSTRACT

The article reveals variety of tools which are used for measuring the young learner's language skills. It discusses the vitality of choice in a form of assessment, especially, when it comes to young learners. The motivational influence of assessment warns the language teacher to be considered while evaluating the young learner's abilities. The article defines the contemporary assessment tools, existing in English classrooms today and their influence on learners' motivation in primary schools. It also describes the methods of assessing in Uzbekistan, and making possible suggestions on future changes in young learners' assessment for primary schools of Uzbekistan.

KEYWORDS: *Assessing tools, young learners, motivational impact, IELTS, TOEFL, CEFR, CLIL, self-assessment, observation, portfolio.*

INTRODUCTION

Assessment can play an important role in addressing the determination of teaching/learning efficiency. It has even wider functions if we assume assessing the young language learners. It is crucial to handle it with care, as one of the key factors of young learners' assessment is motivational impact (Carreira, 2012). It is highly important to prevent them from test's negative influence on their future studies. Today teachers have many child-friendly methods that can be appropriate for variety of different contexts. However, despite a range of existing alternative assessment tools, some teachers still prefer the traditional forms of assessment. In addition, sometimes teachers can overlook the fact that the form of evaluation can effect children's attitude to the subject (Pinter, 2017). So, stakeholders still differ in views about whether and how should be assessed the English language development of young learners (Papp, 2018).

The current review will investigate some literature about young learners' assessment, in the first section, defining the common assessment tools, existing in modern English classrooms today and their influence on learners' motivation in primary schools; and in the second section, describing the methods of assessing in Uzbekistan, and making possible suggestions on future changes in young learners' assessment for primary schools of Uzbekistan.

LITERATURE REVIEW

Motivation, that is believed to be one of the characteristics predicting success in language learning, can be defined by the majority factors (Lightbown and Spada, 2006); but researchers have explored the considerable relationship between assessment and learners' motivation (e.g., Black and William 1998; Haggerty and Fox 2015; Harlen and Deakin Crick 2003). Croll and Willcocks (1980) correlate the motivation and anxiety, and combined residual-change scores (assessment), noting that high levels of motivation effect learners' development, as well as learners who are doing well at school are likely to express high levels of motivation. The similar point makes Papp (2018) that high influence on motivation make the high-stake language tests because of the results they bring about. So, taking into consideration the assessment's impact into the young learners' motivation, and consequently into their progress in learning language, it is the responsible job to choose carefully an appropriate way of assessing for young language learners.

“According to researches of scholars (e.g., Messick 1989, Frederiksen and Collins 1989), the Standards for Psychological and Educational Testing (AERA et al. 2014) and documents developed by assessment providers (e.g., Cambridge English 2013, SQA 2015), an assessment can be accepted as valid if it fits the following criteria:

- Is appropriate for its purpose.
- Is a catalyst for curricular, instructional change and improves learning.
- Allows candidates to show that they have the required knowledge, understanding and skills to demonstrate the assessment outcomes, assessment standards or performance criteria.
- Allows all assessors to make reliable assessment decisions.
- Allows the interpretation and inferences which can be drawn from the scores/grades to be meaningful, useful, appropriate and justifiable.”

(Papp, 2018; in Garton, S. and Copland, F (ed.) (2012) p.395)

Pinter (2017) emphasizes that it is essential that the teacher is familiar with different young learner assessment means and purposes. Today more and more governments are adopting into foreign language classrooms large-scale standardized testing systems such as CEFR, the Trinity or the TOEFL Junior tests. These tests are intended for summative assessment to find out the results achieved by the end of the course/grade, and they are oriented to administer learning development across school districts or school systems. However, some educators discourage the use of large-scale testing with young learners, reasoning the negative influences it can cause (McKay, 2006). The first main minus of large-scale standardised testing is that such tests designed for administrative purposes, which do not provide immediate feedback therefore teachers can not influence the teaching/learning process immediately (Shohamy, 2001 cited in McKay, 2006).

Another criticism of large-scale tests is comparability: the results of one school can be compared with others, locally, regionally, or nationally (Jalongo, 2000 cited in McKay, 2006). There is not value in comparing the young learners` progress with others in early stages, as the negative results can lead to loss of self-esteem and confidence in their vulnerable ages (McKay, 2006). The same factor can also negatively impact on teaching quality, as teachers avoiding the bad results may systematically teach children only for the tests which leads to a narrowing of curriculum. Even more damage it makes to young language learners: according to the survey, conducted among 2,191 Chinese elementary schoolers, 81% of participants became stressed and less motivated to learn language itself, as they were worried about their test results of summative assessments; because they were afraid to be punished by parents or teachers for test failures (Zhao, 2016).

On the other hand, other researchers argue that large-scale standardized test has its importance in developing of young learners` education, if it is used appropriately (McKay, 2006). With data from the large-scale tests administrators discover where the additional improvements are needed, or what programmes need to be extended. Also in many countries such standardized tests as IELTS, TOEFL, or CEFR are becoming very popular, promising further perspectives in education, which makes parents to create opportunities for their children to learn English language (Pinter, 2017).

Having EFL as school subject teachers have to evaluate the learners on the process of learning too, which is informative assessment. As a sample of formative assessment we can name such traditional methods as filling in the gaps in sentences, translating list of vocabulary, or answering multiple choice questions. They do not often work with younger learners, since they are taught through listening to stories, reciting rhymes, singing and playing games: consequently, assessing method must be appropriate. Traditional “paper and pencil” tests are isolated and do not show what young learners know and can do with confidence (A.Pinter, 2017).Pinter (2017) even says that these tests might have a negative effect on the teaching process as well as on their motivation as children will have to be trained according to those traditional activities that may lead to teaching by that method as well.

The suitability of assessment method could be defined by purpose of language teaching/learning, for example, how well the chosen method motivates learners, or how well it trains them for future studies. Otherwise children may suffer from test anxiety and may get demotivated by the results of assessment (Papp, 2018).And the role of teachers is crucial in deciding what method of assessing to develop in order to design and select the assessments that are valid, reliable, purposeful and having positive consequences for young learners. Teachers can formulate a more holistic picture about the learner`s ability implementing different child-friendly assessing tools into the classroom. They are – observation, self-assessment and peer assessment, portfolio assessment, and project work (Pinter, 2017).

Observation is the most distressful assessing tool, as children do not even know that they are being assessed. Teachers can check both linguistic and non-linguistic skills of children using variety of situations depending on the purpose of the observation. This way of assessment helps teachers to explore the knowledge that learners achieved during the course, and identify what skills need to be developed.

Self-assessment and peer assessment considered for children beyond the age of eight or nine, and demands the careful and gradual training. Once children are able to assess themselves and their peers, it can have positive effect on students` independent learning, confidence, and self-esteem.

Portfolio assessment contains samples of students` work and shows learners` achievement over time. It is the assessment form of CEFR that makes the language learning process transparent, exhibiting a collection of student`s efforts, progress, and achievements. The advantage of portfolio is that it helps to develop children`s ability to reflect on their own learning, be independent, differentiate the natural and meaningful samples of work, and insert the ideas about what they want to learn in future. Teachers using this way of assessing can discover clearly what a learner can do and what to teach next for them. This assessing way positively motivates children, as having the collection of their best works young learners can show them to their parents, and feel satisfaction by their praise.

Project work can be used as an alternative tool for assessment. Project is beneficial because it provides the opportunity to practice all language skills in combination. It has its own advantages for both weaker and stronger language learners, because of the opportunity to learn from peers for weaker students, and the chance to demonstrate their knowledge for stronger students. And another feature of this assessment is that it develops team work, therefore motivating them to study harder feeling the responsibility as member of group.

These child-friendly methods can develop positive self-image and self-esteem in a collaborative environment, rather than in competitive; and suggested to use in combination with each other depending on the context (Pinter, 2017).

However, some teachers still use the traditional methods of assessment, despite the researches revealing its inappropriateness for today`s teaching/learning process (Pinter, 2017). Nowadays, young learners are taught by the things that are difficult to assess objectively, such as, for example, singing a song, participating in games or role plays, and reciting rhymes. Additionally, children`s writing skills are not yet fully developed in primary school and such traditional tests in early stages of language learning may cause anxiety. Therefore, it is better to use child-friendly methods while assessing young learners.

A special significance in teaching English at primary and secondary levels is taking *Content and Language Integrated Instruction* (CLIL), where learning activity in a subject area is described by the use of foreign language. It highly motivates the children who started learning English as a foreign language at an early age (Nikolov, 2016). CLIL recommends a wide range of assessment, as it provides feedback for both content and language. Learners` development can be assessed relying on variety assessing tools, such as self- and peer-correction, self- and peer-assessment, and portfolio. But it is significant not to average the score of these assessments, but to reflect on their final achievement to derive the final score (Papp, 2018).

Overall, the review on this section suggests the formative and summative assessment tools that can be adopted for various contexts, and all of them consider motivational importance and purposefulness. The next section, therefore, moves on to discuss the methods of assessment in Uzbek primary schools.

The common assessment tools in primary schools of Uzbekistan.

Since 2013 English has been taught from the first grade in Uzbekistan, and the new teaching standards have been carried out including curricula, teaching materials, assessment tools and teaching methodologies based on Common European Framework of Reference (CEFR) (Iriskulov, 2014). It is officially established according to the decision of the CMRUz №124 “On Adopting the State Educational Standards of Continuous Education in Uzbekistan” that by the end of the fourth grade (10-11 years old) children should meet the requirement of A1 level. So, the policy says that English language competence of young learners must be measured by the CEFR’s ‘can do’ approach. It means that learners have to face large-scale test by the end of the course, logically, the formative assessment also need to conform to the same method due to the expecting conditions. But, whether teachers are managing to adopt CEFR assessment into the learning process in Uzbekistan, and how it is influencing the young learners’ motivation to learn the language, I will attempt to review in this section.

Today primary school children are taught by “Kid’s English” – the textbook worked out by the Ministry of Education of Uzbekistan and British Council in 2013 – which has workbook included for individual practicing at home. The book is oriented for developing of spoken skills (Listening and Speaking) rather than written skills (Reading and Writing) especially in the first and second grades. Children, as was already mentioned, should be assessed by CEFR assessment tool, which considers portfolio assessment. From informal discussions with English teachers of primary schools was explored that most teachers in Uzbekistan are struggling to implement CEFR assessment tool into the primary classroom. The lessons are conducted in an interactive way, where teachers always try to follow the Communicative approach, keep the English speaking atmosphere and encourage learners to speak, but when it comes to assessing – they do not always pursue the framework.

Formative assessment in Uzbek classes is made by the norm referencing approach, where the achievement of the learner might be not appropriate for his/her age; but comparing the abilities of the student with his/her classmates teacher can assess the student higher than what he/she able to do in foreign language (Pinter, 2017). It can negatively reflect on young learners’ motivation, because getting the mark for that knowledge what they have - learners never will intend to reach some purposes, and as a result will not make any learning progress.

In contrast, in some cases the learners may be underestimated; for instance, there are many students who attend extra English classes out of school in private language teaching centres, and teachers seeing their language knowledge (obtained outside of their classroom) assess the other learners lower than them. This kind of assessment as was mentioned in previous section leads to anxiousness and loss of self-esteem, and worst of all to lose of interest in learning languages (McKay, 2006). Children’s achievements should be compared with their starting point as in criterion referencing assessment, which praises everybody depending on their individual achievements (Pinter, 2017).

Relying on my experience, as an assistant teacher of third grade students during my academic practice, I can suppose that the way how teachers conduct the lesson and how they test them, whether it is formative or summative assessment, does not correspond. And it may cause demotivation and anxiousness of young learners: because despite of their active participation during the lesson, they get lower scores in their assessment tasks.

As Pinter (2017) notes teachers prefer to assess by traditional 'paper and pencil' method because it is relatively easy to set and correct; but it is essential to remember that this test is too isolated to show what children know and can do. Even if the traditional assessment is the part of institutional restriction, teacher should combine it with other above mentioned methods such as portfolio, self-assessment, and observation, to get the reliable picture of learners' development.

Today most countries set the CEFR A1-A2 levels as a target for primary schoolers (Rixon, 2013), however, the achievability of these levels can differ depending on the number of factors such as, learners' aptitude, the curricular time available, and the relation of L1 to the foreign language (Papp, 2018). The last two factors are probably the reason of Uzbek teachers' difficulty to adopt the new assessment. First, children have English classes three times per week (forty min each) and do not have any need or chance for using English outside of the classroom; second, English does not have any similarities with Uzbek language being a totally new for young learners. Another factor that plays crucial role in choosing the reliable assessment tools having positive consequences for young learners, is the teacher's assessment literacy (Papp, 2018). Teachers of primary schools need to build confidence in designing and selecting assessment materials, that have positive influence for young learners' motivation to learn the language.

Taking into account the results of reviewed literature in both sections, and that teaching English from younger age was adopted just a few years ago in Uzbekistan, following can be suggested for further improvements at assessing system in primary schools of Uzbekistan:

- Special attention should be paid to primary school teachers training and professional development;
- Teachers should be familiar with variety of assessing tools and understand the purpose of assessment;
- There should be a coherence in assessment framework of pre-school, primary and secondary schooling with achievable purposes; as well as coherence in curriculum, assessment and teacher professional development.

CONCLUSION

The purpose of present work was to determine the existing contemporary tools for measuring the development of young learners' competence in EFL, and their positive or negative washback especially in terms of motivation. The most obvious finding to emerge from this study is that the way how young learners are assessed impacts on their future prospects and learning motivation, whether it is formative or summative assessment. Teachers, as the one who give the feedback for their students, have the most important role in motivating or demotivating learners by the way how they assess them. The second aim of this review was to investigate the common assessing tools used in primary schools of Uzbekistan, and discover the effectiveness of these tools proceeding from the reviewed works of different researchers. Taking together the findings the further suggestions were made for developing assessment in primary schools of Uzbekistan.

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